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ABSTRACT

Detailed technical reports of the findings from two preliminary field tests of a high school student questionnaire are presented. The questionnaire was developed to measure five major functions of schooling: (1) custody or control over students, (2) course selection, (3) student evaluation and certification, (4) instructional processes and (5) socialization. This instrument was initially tested in two volunteer classrooms; later, it was administered to three additional classes. A total of two schools were involved. Since the intent of these tests was to eliminate major problems in the instrument and to develop analysis procedures, and since the changes in the instrument were minor, data from the five classrooms were analyzed together. A number of administrative revisions were made, and several items were eliminated or altered following the first test. The second test was conducted in six high schools, and involved nearly all of the classrooms in each school. Because the major difficulty was the length of the test, the data analysis focused on the elimination of test items. The questionnaire and the tabulated results are included. (HV)

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NORTHWEST
REGIONAL
EDUCATIONAL
LABORATORY

DEVELOPMENT AND INITIAL TESTING OF INSTRUMENTATION TO MEASURE FIVE FUNCTIONS OF SCHOOLING

Final Report
Volume II - Technical Reports
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PREFACE

This Volume provides the detailed technical reports of findings for the two tests of a student questionnaire to measure five functions of schooling. Volume I provides a history and explanation of development and summary of findings of the two tests.

CHAPTER I

THE INITIAL TEST OF THE INSTRUMENT

TECHNICAL REPORT

THE INITIAL TEST OF THE INSTRUMENT FOR MEASURING FIVE FUNCTIONS OF SCHOOLING

Introduction

The contract, as amended, calls for two tests of the instrument, both for the purposes of revising the instrument preparatory to full scale use. The initial test was conducted on a few classrooms, and involved testing the administrative procedures as well as the instrument itself. The second test will be conducted in a few schools, involving nearly all of the classrooms in each school. This document covers the initial test. Volume I places this initial list in context.

Test Population

The instrument was tested in two volunteer classrooms in a single high school in January, 1975. The teacher was the same for both classes. As a result of this experience a number of revisions were made in the administrative procedures of the instrument, and a number of items were eliminated or altered in minor ways to eliminate persistent and time-consuming problems. Then the instrument was administered to three additional classrooms, one in the same school (different grade level and teacher) and two in a different high school. Since the intent of these tests was to eliminate major problems in the instrument, and develop analysis procedures, and the changes in the instrument were so minor, the data from the five classrooms were lumped together for the purposes of this analysis.

To reduce length the items of the instrument were divided between two forms of the instrument: Form A and Form B. The following table describes the test population:

School 121		N = 67	Form A = 31; Form B = 36
Class 400	Freshman English	N = 21	Form A = 12; Form B = 9
Class 401	Freshman English	N = 23	Form A = 12; Form B = 11
Class 700	Senior Sociology	N = 23	Form A = 7; Form B = 16
School 011		N = 42	Form A = 26; Form B = 16
Class 801	General Education (Grades 9-12)	N = 25	Form A = 17; Form B = 8
Class 802	General Education (Grades 9-12)	N = 17	Form A = 9; Form B = 8

The different forms of the instrument were randomly distributed to the students in each room. This resulted in some large differences in the number of each form filled out in each room, due to the chance variation in the random sequencing.

The introductory section of the instrument asks for various kinds of demographic information. The classes, of course, varied with respect to the age/grade-in-school of the students. The classes were selected to vary them. However, additionally there was significant variation across the classes on sex ratios, and between schools with respect to the level of the mother's education. The following tables represent the relevant frequency distributions:

SEX

SCHOOL	CLASS	FORM A M	FORM A F	FORM B M	FORM B F	TOTAL M	TOTAL F	% M	% F
121	400	5	7	3	6	8	13		
	401	8	4	9	2	17	6		
	700	5	2	10	6	15	8		
						40	27	59.7	40.3
011	801	7	10	4	4	11	14		
	802	3	6	2	6	5	12		
						16	26	38.1	61.9

At School 011, therefore, substantially more girls than boys answered the questionnaire; at School 121, the reverse. None of the following analyses examine the effects of these sex differences, but their existence should be borne in mind in looking at the results.

HIGHEST LEVEL OF EDUCATION OF MOTHER

This item had an eight point scale. Using class means as a way of looking at the data, the following table resulted:

School	Class	N	Mean	S.D.
121	400	21	4.762	1.947
	401	23	4.208	2.064
	700	23	4.500	2.106
TOTALS		67	4.490	2.026
011	801	25	4.000	1.886
	802	17	3.353	2.149
TOTALS		42	3.756	1.990

A t-test between schools was significant at the .049 level.

Since the scale was such that the lower the score, the higher the level of education of the parents, the mothers of the students at School 011 had a slightly higher average level of education than did the mothers of the subjects at School 121.

None of the other variables were found to be significantly different between the schools or across the classes. Again, none of the following analyses examine the effects of these parent education differences, but it should be borne in mind that the students in School 011 were probably somewhat higher in their socio-economic level than those at School 121 (since parent education and socio-economic level are correlated).

Nature of the Analyses

Volume I explains the rationale behind the project, the categories of items on the instrument, and what we hope to find out from looking at the data. This will not be explained in detail in this report.

In working with this data, as is preferable at this early stage of tuning the instrument, we worked through everything by hand after the initial computer runs gave us the basic data. We looked first at frequency distributions of responses by items, and then by categories of items. On several occasions we manipulated this data with various transformations, combining various response sets, until we had what appeared to be the most powerful manner of displaying the data and interpreting the results.

We looked then at means, standard deviations, and significance tests if the nature of the question made them appropriate (and even in some instances when they weren't the appropriate statistic but were probably close enough to give us a feel for what the item or group of items was producing).

From looking this closely at the data we have developed good procedures for handling the data in subsequent tests, identified numerous revisions of items and response categories to be encorporated into the next version of the instrument, and got intrigued by the interpretations. We report these below.

CUSTODY/CONTROL

Measuring custody/control for a school involves measuring the key attributes of the system of rules, and the rule making and enforcing mechanisms which govern student conduct. Seven aspects of custody/control are measured by the instrument. This list can be found in Chapter II of Volume I.

SCHOOL LEVEL

The Extent of the Rules;
The Nature, Severity, and Duration of
the Punishment for Breaking a Rule

The question which measures this attribute consists of a list of actions against which many schools have rules. Students indicate what kind of punishment would result from breaking such a rule in their school. The mildest response is that there is no rule against it. The most extreme is expulsion. Students are asked to indicate the response for both a first offense and repeated offenses.

Results

After carefully considering the data, the most fruitful way to display this data appears to be to combine the first three responses: "No Rule; Rule Not Enforced; Warning", and to combine the last three responses: "Restriction, Suspension, Expulsion". This results in looking at each action in terms of whether it is punished or not. The extent of the rules is given by the number of those which would result in a punishment, the severity by the degrees of punishment for offenses of equivalent rank order. In addition, a rank ordering of the actions in terms of how severe the punishment would be provides a good school profile. In the following tables percents based on frequencies are used instead of means and standard deviations, or medians.

* * * * * * * * * *

See Table I on following page

* * * * * * * * * *

TABLE I

RANK ORDER OF SEVERITY OF PUNISHMENT---FIRST OFFENSE
The percentages indicate the number of students who indicated that the action would result in a punishment.

School 121	%	School 011	%
Fight a Teacher	89.6	Fight a Teacher	81.9
Stealing from School	84.0	Stealing from School	84.0
High on Drugs	77.8	Damaging School Property	60.8
Stealing from Students	72.9	Fighting with Students	59.9
Damage School Property	68.3	Stealing from Students	47.6
Fighting with Students	41.7	High on Drugs	28.5
Smoking	30.7	Skipping School	15.6
Skipping School	28.1	Smoking	12.5
Leaving School Early	23.5	Sponsor Obj. Speaker	9.9
Organize Student Protest	12.3	Distribute Critical Mat'l	7.7
Distribute Critical Mat'l	8.3	Boys, Wearing Long Hair	6.2
Sponsor Obj. Speaker	8.1	In Hall During Class	5.5
Girls Not Wear Bra	0.0	Refuse to Salute Flag	5.5
Boys Wearing Long Hair	0.0	Girls Not Wear Bra	0.0
In Hall During Class	0.0	Leaving School Early	0.0
Refuse to Salute Flag	0.0	Organize Student Protest	0.0

The horizontal lines identify natural breaking points in the data.

Interpretation

School 121 appears, in general, to have more severe punishments, as the percentages are consistently higher for the equivalent rank order. The amount higher or lower than some "normal" value would provide a good index of severity. School 121 appears to be particularly more likely to punish being "High on Drugs" and "Leaving School Early" than is School 011. Still, the rank order is remarkably the same. The top five in one and the top four in the other list are the ones for which the majority of students indicated that the first offense would result in a punishment. If we used this as an index of the extent of the rules, School 121 would receive a 5 one a 16-point scale, School 011 a 4. This appears to be a useful index.

The data on repeated offenses is somewhat different:

* * * * * * * * * * *

See Table II on following page

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Here again School 121 appears in general to have more severe punishments. While the punishments for repeated offenses are, as would be expected, more severe, School 121 has many more which reach the quite severe* level than School 011. In particular, "Skipping School Repeatedly, Smoking Repeatedly, and being High on Drugs Repeatedly" are dealt with more severely in School 121. In School 011 these only make it to the middle range. If we again use 50.0% as the cutoff point, School 121 would have an extent-of-rules index of 9; School 011 a 7, for repeated offenses.

* While, strictly speaking, percents don't indicate greater severity, assuming they would be distributed across the response options (as they were) percents are an acceptable measure of severity.

TABLE II

RANK ORDER OF SEVERITY OF PUNISHMENT---REPEATED OFFENSES
Percentages are based on number of students indicating that repeating that offense would result in a punishment.

School 121	%	School 011	%
Stealing from School	97.2	Damaging School Property	100.0
Skipping School	94.5	Fighting with Students	97.0
Fight a Teacher	94.4	Stealing from the School	96.8
Fighting with Students	93.4	Stealing from Students	93.2
Damage School Property	90.9	Fight with Teacher	*
Stealing from Students	86.7	Skipping School	58.3
High on Drugs	86.5	Smoking	50.0
Smoking	78.9	Sponsor Obj. Speaker	48.3
Leaving School Early	53.9	High on Drugs	34.7
Sponsor Obj. Speaker	42.0	Leaving School Early	28.7
Distribute Critical Mat'l	36.1	Organize Student Protest	23.9
In Hall During Class	34.3	In Hall During Class	23.3
Organize Student Protest	23.8	Refuse to Salute Flag	17.4
Girls Not Wearing Bra	8.3	Girls Not Wearing Bra	9.1
Boys Wearing Long Hair	4.2	Boys Wearing Long Hair	7.1
Refuse to Salute Flag	3.7	Distribute Critical Mat'l	6.2

The horizontal lines indicate natural breaking points in the data.

* Responses to this question were invalid due to a mistake in the wording. This will be corrected in the revision. This is a guess of where it would actually fall, based on the responses in Table I.

Suggestions for Revision

It would appear that the data can be interpreted to give an index of extent and severity. Clearly means or medians could be used rather than percentages, and the rank order based on those. It would also appear that some of the items which received low scores could be dropped, as there are more than necessary.

CLASSROOM LEVEL

The Extent of the Rules;
The Nature, Severity, and Duration of
the Punishment for Breaking a Rule

Some of the items apply to classrooms, and are reported here separately.

These six items come from the same overall question as the school level rules, and students had the same set of six response categories, plus an additional one, "Student's Grade Is Lowered". As in Tables I and II, the first column combines the last three response categories: "Restriction, Suspension, and Expulsion" and thus gives a measure of how many students indicated that the behavior would result in a punishment. The second column gives the percentage who indicated that one's grade would be lowered as one did the act.

* * * * * * * * * * * *

See Table III on following page

* * * * * * * * * * *

Interpretation

As the table indicates, on first offenses there is very little difference between schools. School 121 appears a little more likely to use punishment instead of a lowered grade, except for cheating on an exam, than School 011.

TABLE III

CLASSROOM RULES

EXTENT AND SEVERITY--FIRST OFFENSE
Percentages are based on the number of students who indicated that that offense would result in a punishment(Column 1) or a lowered grade(Column 2)

	SCHOOL 121		SCHOOL 011	
	Column 1	Column 2	Column 1	Column 2
Copy Another's Work	6.9%	12.0%	6.3%	16.6%
Cheat on an Exam	8.1%	35.6%	19.5%	35.5%
Not do An Assignment	3.2%	22.6%	1.9%	20.1%
Arrive Late	7.9%	4.6%	1.8%	11.6%
Talk Back	6.4%	4.4%	9.6%	5.8%
Object to a Punishment	10.1%	1.9%	9.8%	2.0%

EXTENT AND SEVERITY--REPEATED OFFENSES

	SCHOOL 121		SCHOOL 011	
	Column 1	Column 2	Column 1	Column 2
Copy Another's Work	24.8%	34.1%	22.4%	34.2%
Cheat on an Exam	33.8%	38.6%	47.3%	36.7%
Not do an Assignment	21.1%	33.3%	7.0%	48.8%
Arrive Late to Class	30.7%	28.8%	17.4%	40.7%
Talk Back	45.5%	16.9%	42.8%	1.9%
Object to a Punishment	20.1%	11.8%	14.5%	4.5%

For repeated offenses, again, the schools are much alike. School 121 is a little more likely to use punishment for not doing an assignment and being late to class, where School 011 would lower grades. School 011 is a little more likely to use punishment for cheating on an exam.

Suggestions for Revision

It appears that the data can be clearly interpreted. From the table it appears that none of the examples is considered by the majority of students to lead to punishment, or to a lowered grade, even after repeated offenses. It is not clear whether this calls for a correction of the items so that some clearly do receive "punishment" responses, or whether this is an artifact of the two schools selected for the testing.

Student Influence on the Rules

The question which measures this attribute consists of a list of each of the categories of rules: those for which the punishment would be respectively expulsion, suspension, restriction, or having one's grade lowered. The students are asked to rate the degree of influence they have on each type of rule, on a three-part scale: great, some, and little, if any.

Results

The most illustrative way of displaying this data appears to be to compare schools on each of the categories of rules. Again, percentages of responses are used, though means or medians could have been used as well.

* * * * * * * * * * *

See Table IV on following page

* * * * * * * * * * *

TABLE IV

INFLUENCE ON RULES

	School	Great	Some	Little
		Expulsion		
1	121	11.9%	22.3%	65.7%
	011	4.2%	38.6%	62.4%
		Suspension		
2	121	9.2%	32.9%	57.9%
	011	6.0%	31.7%	62.4%
		Restriction		
3	121	15.2%	34.5%	50.4%
	011	8.4%	37.5%	54.2%
		Grade Lowered		
4	121	17.3%	32.7%	50.0%
	011	23.4%	49.9%	26.8%
		Average Totals 1-3		
	121	12.0%	29.5%	58.5%
	011	7.4%	36.4%	56.2%
		Average Totals 1-4		
	121	13.3%	30.3%	56.4%
	011	11.3%	39.4%	49.4%

Interpretation

As the table suggests, there is not a great deal of difference between the schools on this question. Students have between "some" and "little" influence on any of the types of rules, with somewhat more influence on the less important (restriction) rules. The schools appear most different with respect to the amount of influence students have on the classroom rules for which violation might result in getting one's grade lowered. School 011 appears to have considerably more student influence here.

Suggestions for Revision

It would appear that this question would benefit from a four point scale. It also seems possible that the degree of student influence on each category of rule is so low that distinguishing them is unimportant. A couple of "True"-"Not True" items that covered the degree of student influence on School Rules and Classroom Rules might well be enough. The concreteness of the referent "influence" also seems questionable. This could be improved.

Equity of Enforcement of the Rules

The question which measures this attribute consists of a list of ten characteristics of students, to which respondents indicate whether having that characteristic would tend to make punishments more or less harsh; or whether that characteristic would make no difference.

Results

After carefully considering this data, the most fruitful way to display the results appears to be in terms of deviations from the midpoint of the scale, the "no influence" point. If the characteristic would make the punishment less harsh, this is a negative deviation; if more harsh, a positive

deviation. Again, the following tables were made up using deviation percents, though they could have been compiled using means with similar results.

Two kinds of deviations were calculated: net deviation percent, in which the deviations both positive and negative were added algebraically; and absolute deviation percent where the absolute values of the deviations on both sides of the midpoint were added together, and the sum given the sign of the larger of the two original values. The first yields a conservative measure of deviation from perfect equitability. The second yields a maximum number indicating all of the amount of deviation.

The following tables contain these values.

* * * * * * * * * * * * * * *

See Tables V & VI on following pages

* * * * * * * * * * * * * * *

Interpretation

As the totals indicate:

TABLE VII

	NET DEVIATION PERCENT		ABSOLUTE DEVIATION PERCENT	
	121	011	121	011
Expulsion	- 5.6	- 4.9	-42.8	-24.3
Suspension	- 4.0	- 3.0	-39.6	-29.0
Restriction	- 0.6	- 5.6	-33.2	-27.2
Lowered Grades	- 5.7	- 5.0	-24.1	-21.4

both schools deviate from complete equitability in the direction of leniency. School 011 tends to be slightly more equitable, particularly in the handling of expulsion cases. While School 121 becomes more influence by student characteristis as the offenses and punishments become more severe, this appears to be untrue in School 011.

TABLE V

EQUITY OF ENFORCEMENT IN NET DEVIATION PERCENTS

	Expulsion		Suspension		Restriction		Lowered Grade	
	121	011	121	011	121	011	121	011
Girl	-25.8	-15.4	-19.4	- 6.3	- 9.7	-20.0	-17.1	- 6.3
Non-White	+ 6.6	-13.1	- 2.8	- 6.3	+ 6.7	- 4.0		-12.5
Good Grades	-58.1	-40.0	-52.8	-43.8	-29.0	-36.0	-54.3	-46.7
Athlete or Cheerleader	-45.1	-11.5	-44.5	-12.5	-25.8	-24.0	-17.1	
Not Well Known	+ 9.7	+11.5	+17.1	+25.0	+ 3.2	- 4.0	+ 5.9	
Young	- 9.7	-11.5	-20.0	-25.0	-16.2	- 8.0	- 8.5	-18.8
Parents Wealthy	-25.8	-26.1	-32.4	-18.8	-20.0	-16.0	-14.2	
Popular	-26.7	- 4.0	-11.7	-25.0	-19.4	- 8.0	-20.0	-12.5
Older Siblings/Bad Rep.	+43.3	+26.1	+55.6	+18.8	+29.0	+12.0	+22.9	+ 6.2
Rep. for Causing Trouble	+80.0	+56.0	+69.4	+55.6	+74.2	+52.0	+45.7	+37.5
TOTALS	- 5.6	- 4.9	- 4.0	- 3.0	- .6	- 5.6	- 5.7	- 5.0

TABLE VI

EQUITY OF ENFORCEMENT IN ABSOLUTE DEVIATION PERCENTS

	Expulsion		Suspension		Restriction		Lowered Grade	
	121	011	121	011	121	011	121	011
Girl	-25.8	-15.4	-19.4	- 6.3	-16.1	-20.0	-17.1	- 6.3
Non-White	+20.0	-21.7	- 8.4	-21.3	+13.3	-28.0	± 5.8	-25.1
Good Grades	-58.1	-40.0	-58.4	-43.8	-29.0	-36.0	-54.3	-46.7
Athlete or Cheerleader	-64.5	-26.9	-66.7	-37.5	-58.0	-40.0	-22.9	±12.6
Not Well Known	+16.1	-11.5	+17.1	+25.0	+16.2	-20.0	+11.7	±25.0
Young	-35.5	- 8.0	-31.4	-25.0	-22.6	-16.0	-14.3	-18.8
Parents Wealthy	-38.3	-26.1	-38.2	-18.8	-33.4	-16.0	-20.0	
Popular	-33.3	-12.0	-23.5	-25.0	-25.8	- 8.0	-20.0	-25.1
Older Siblings/Bad Rep.	+56.7	+26.1	+55.6	+18.8	+42.0	+28.0	+22.9	+18.8
Rep. for Causing Trouble	+80.0	+56.0	+75.0	+55.6	+74.2	+60.0	+51.5	+37.5
TOTALS	-42.8	-24.3	-39.6	-29.0	-33.2	-27.2	-24.1	-21.4

Suggestions for Revision

This item appears to work particularly well. The biggest diffculty in interpretation is that two of the items, and possiby three (good grades, past record of causing trouble, and possibly "is young") are legitimate grounds in the legal system for making punishments more or less harsh. Thus true equitability may not be the midpoint of the three point scale for all items. Eliminating these items might be in order, or making them a separate set for analysis purposes.

Knowledge and Clarity of the Rules

One question which measures this attribute consists of a list of the five types of rules: Expulsion, Suspension, Restriction, Warning and Grade Lowered; and students indicate on a three point scale: "Very Clear", "In Between", or "Very Unclear" their knowledge of the nature of each type of rule. A parallel question lists the same set of types of rules, but this time treats them as punishments, and asks students to indicate how clear they are about what actions would lead to each kind of punishment, regardless of what they know about the formal rules. One question is on Form A; the other on Form B, so different students fill out each question.

Table VIII presents the results of these two sets of questions, using percents:

* * * * * * * * * * * *

See Table VIII on following page

* * * * * * * * * * * *

Interpretation

As the tables show, in School 011 students are consistently more clear about what the rules are, and more clear about what actions would lead to each punishment, than those in School 121. In both, students are much more

TABLE VIII

CLARITY OF THE RULES

	School 121						School 011					
	Very Clear		In Between		Very Unclear		Very Clear		In Between		Very Unclear	
	#	%	#	%	#	%	#	%	#	%	#	%
Expulsion	5	20.0	13	52.0	7	28.0	5	35.7	9	64.3		
Suspension	7	24.1	18	62.1	4	13.8	8	53.3	4	26.7	3	20.0
Restriction	3	11.5	10	38.5	13	50.0	1	8.3	9	75.0	2	16.7
Warning	6	18.2	14	42.4	13	39.4	7	50.0	4	28.6	3	21.4
Grade Lowered	6	27.3	11	50.0	5	22.7	6	46.2	4	30.8	3	23.1

CLARITY OF THE ACTIONS WHICH WOULD CAUSE EACH PUNISHMENT

	School 121						School 011					
	Very Clear		In Between		Very Unclear		Very Clear		In Between		Very Unclear	
	#	%	#	%	#	%	#	%	#	%	#	%
Expulsion	25	69.4	11	30.6			14	87.5	2	12.5		
Suspension	29	80.6	7	19.4			15	93.8	1	6.2		
Restriction	26	72.2	10	17.8			12	75.0	4	25.0		
Warning	33	91.7	3	8.3			14	87.5	2	12.5		
Grade Lowered	22	61.1	14	38.9			13	81.3	3	18.7		

clear about what actions would lead to punishment than they are about the official rules. Exactly what the relationship is between the official rules and the actual norms of the school is unclear, but the norms are clearer than the rules, and at School 011 the norms and the consistency of the consequences of certain actions are more clearly apparent.

Suggestions for Revision

The combination of the two tables seems valuable, as there appears to be a relationship between clarity of rules and clarity of actions (different students filled out each). The "Clarity of Actions" table would seem to provide a good index of the consistency of the actions of the rule enforcers in a school. The category "warning" is superfluous, as this is likely to vary so greatly from instance to instance that the answer means little. Also, it might well be that a four point scale would provide even more interpretable data.

The question on "Clarity of the Rules" provided for a "Don't Know" response, and there were a very high number of these responses. This suggests the need for revising the wording of previous items. If students aren't very clear about the rules, but are much clearer on what the actual offense-punishment norms are, perhaps the other questions in the instrument should stress much more what the patterns of punishment are, rather than the rules.

One interpretative problem is that if the school or classroom does not use a form of punishment, the responses would tend to be in the "unclear" category. High scores can be a result of either inconsistency or non-use. It would seem to be sensible to add a "does not apply" response. Also, it would probably be more interpretable to change the order of the responses so that a high score ("3") meant greater clarity, rather than less.

General Questions on Knowledge and Clarity of the Rules

Three general "True--Not True" questions are related to the issue of knowlege and clarity of the rules. All three are worded with reference to the actual rules, and all imply that the rules are neither clear nor widely known. Table IX presents the mean of the three items for each class in each school, and the combined mean for each school.

TABLE IX

Knowledge and Clarity of the Rules

General "True--Not True" Questions
"1" = Rules vague and unclear
"4" = Rules clear and precise

		N	Mean
Class	400	27	2.574
	401	30	2.135
	700	37	2.522
School	121	TOTAL	2.410
Class	801	30	2.723
	802	23	3.196
School	011	TOTAL	2.960

Interpretation

As can be seen from the table, the means on the general questions are consistent with the more precise previous set. Students at School 011 find the rules more clear and precise, and are more sure how they apply to particular circumstances than are the students at School 121.

Suggestion Revisions

There are no general questions which refer to the consistency or clarity of the actions which might lead to punishment, and some should be added. The three that exist appear to be a good set.

The Nature of the Due Process Connected with the Rules

The questions which measure this attribute consist of asking students whether there is a hearing process, or an appeal process, connected with each of the four main types of rules: those for which violation could lead either to expulsion, suspension, restriction, or to lowered grades. If the student responds "yes", there is another question which asks to whom the appeal would be made, or by whom the hearing would be conducted.

Results

Tables X and XI present the results of these sets of questions, using percents of each response:

* * * * * * * * * * * * * * * *

See Tables X & XI on following pages

* * * * * * * * * * * * * * * *

Interpretation

At School 121 nearly half of the students "don't know" or think there is neither an appeal process nor a hearing process. At School 011, the students are much more clear that there is a hearing and an appeal process. They are most certain with respect to the types of punishments that happen often with a lot of personal cost: suspension, and lowered grades. The lower percentages on the other two may simply mean that they don't happen as often.

Since there is such a high proportion of "don't know" responses, it is not too clear what the answers on Table X mean. In general, there is more appealing to teachers and counselors for less serious offenses, to the principal or the school board for the more serious ones. School 011 is more likely to have students going to teachers or counselors for assistance than is School 121.

TABLE X

IS THERE AN APPEAL PROCESS?

	School 121						School 011					
	No		Don't Know		Yes		No		Don't Know		Yes	
	#	%	#	%	#	%	#	%	#	%	#	%
Expulsion	2	6.7	14	46.7	14	46.7			14	56.0	11	44.0
Suspension	4	11.1	17	47.2	15	41.7			3	18.8	13	81.3
Restriction	1	3.3	14	46.7	15	50.0			11	42.3	15	57.7
Lowered Grade	4	11.4	7	20.0	24	68.6	1	6.7	3	20.0	11	73.3

IS THERE A HEARING PROCESS?

	School 121						School 011					
	No		Don't Know		Yes		No		Don't Know		Yes	
	#	%	#	%	#	%	#	%	#	%	#	%
Expulsion	1	2.9	16	45.7	18	51.4			5	35.7	9	64.3
Suspension	3	13.0	13	56.5	7	30.4	*		*		*	
Restriction	4	11.1	18	50.0	14	38.9	1	6.7	4	26.7	10	66.7
Lowered Grade	2	7.1	11	39.3	15	53.6	1	3.8	10	38.5	15	57.7

* Inadvertently this page of the questionnaire was missing, so no data is available.

TABLE XI

TO WHOM WOULD ONE APPEAL

School 121

	School Board		Supt		Prncpl.		Vice-Prncpl.		Counselors		Teachers		Students	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Expulsion	5	11.9	4	9.5	11	26.2	7	16.7	9	21.4	3	7.1	3	7.1
Suspension	5	15.6	1	3.1	6	18.8	8	25.0	7	21.9	5	15.6		
Restriction	2	5.6	2	5.6	9	25.0	6	16.7	11	30.6	3	8.3	3	8.3
Lowered Grade	1	2.7	1	2.7	4	10.8	5	13.5	10	27.0	15	40.5	1	2.7

School 011

	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Expulsion	3	23.1	1	7.7	5	38.5	3	23.1	1	7.7				
Suspension	3	14.3	1	4.8	3	14.3	3	14.3	4	19.0	5	23.8	2	9.5
Restriction					7	36.8	3	15.8	4	21.1	5	26.3		
Lowered Grade					2	15.4			3	23.1	8	61.5		

WHO WOULD HOLD THE HEARINGS?

School 121

	Board		Supt.		Prncpl.		Vice-Prncpl.		Counselors		Teachers		Students	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Expulsion	9	31.0	5	17.2	6	20.7	3	10.3	2	6.9	3	10.3	1	3.4
Suspension	3	13.0	2	8.7	5	21.7	5	21.7	5	21.7	3	13.0		
Restriction	3	13.6	3	13.6	4	18.2	3	13.6	5	22.7	4	18.2		
Lowered Grade	1	2.9	2	5.7	5	14.3	4	11.4	11	31.4	10	28.6	2	5.7

School 011

	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Expulsion	3	33.3	3	33.3			1	11.1	1	11.1	1	11.1		
Suspension	*		*		*		*		*		*			
Restriction					3	21.4	3	21.4	5	35.7	3	21.4		
Lowered Grade	1	5.6			1	5.6	2	11.1	3	16.7	11	61.1		

* Inadvertently this page of the questionnaire was missing, so no data is available.

The most interesting interpretation has to do with what the actual reality is, at least according to the adults. Hearing processes and appeal processes exist in each school, at least on paper. However, large proportions of the students do not know whether they exist, raising the interesting question of whether they really do.

Suggested Revisions

It would appear that an index based on the proportion of "don't know" responses in schools where there is such a hearing or appeal process available would be a good measure of school commitment to student rights. Through various means, not the least of which is no attempt to communicate their existence, appeal or hearing processes can exist on paper only. The question needs to have a measure of what does exist, at least on paper, to be interpreted properly.

The question of to whom one would appeal for help appears to be the most powerful of the two; who holds the hearings is probably a routine procedure and ought to be dropped as a question. That students in one school would appeal to teachers and counselors, while in another they would approach the principal probably says something important about the school. This question needs to be separated from the issue of an "appeal" in the formal sense, and reworded to apply to the issue of to whom one would go for help is accused of one of the various types of violations.

SELECTION

The selection function of schooling consists of the mechanisms and procedures by which a school places students into different programs, courses, facilities, or with different teachers, which gives them different school experiences. Measuring selection for a school involves measuring key aspects of the system of mechanisms and procedures that separates out students and places them into different school experiences. The instrument is limited to covering only selection into formal classes or courses of the school. Five key aspects are measured by the instrument.

The Mechanisms By Which a Student Ends Up In a Particular Course

The question which measures this attribute consists of a set of five branching items. Initially students indicate how they got into the course they are in, by marking one of five options: "Don't Know"; "It Was Required"; "The Student Selected It"; "The Student Was Advised to Take It", or "The Student Was Placed in the Course When He Had Selected Something Else". Then, if they selected the course, they indicate what kind of entrance requirements

there were, if any; and if they were denied permission to get into the course they wanted, they answer three questions about how that happened.

Results

After careful consideration there appears not to have been sufficient data to really interpret this question. However, examining the data will indicate the kinds of changes that ought to be made in the question, and some of the possible analyses when used in a larger survey. Table XI I gives the results of the first part of the question:

TABLE XI I

How Did You Come To Take This Course

	Don't Know		Required		Selected		Advised		Placed	
	#	%	#	%	#	%	#	%	#	%
School 121										
Class 400	1	4.8	20	95.2						
401			19	90.5			2	9.5		
700	1	5.0	1	5.0	15	75.0	3	15.0		
School 011										
Class 801	2	7.1	7	25.0	15	53.6	4	14.3		
802					14	87.5	2	12.5		

For this small sample the data merely indicate the nature of the sample. However, if used on a whole school, and looked at in terms of various subgroups of the school--freshmen, not-so-good students, minorities--the item would yield percentages of those who are taking required courses, percentages who are placed into courses against their will, and the nature of the kind of advice given to various groups. All of these would be extremely important indices of differences in the selection function of schools.

The remaining portions of the branching item received such small numbers of responses that no interpretation was possible. It seems evident that there will never be a large number of responses to some of the parts of the question because there will never be a large number of students in any one course (except in a few special cases) who are there when they wanted to be somewhere else. This question needs to be revised.

Suggested Revisions

The branching parts (2, 3, 4 and 5) of the present question should be combined into a new item which asks the student if they have ever been unable to take a course that they wanted to take. Then, if yes, explore the reasons: didn't apply, weren't selected or approved, advised not to take it, etc. If from a larger sample we got some sense of to what proportion of students this had happened, and what the nature of the influence precedures are, this would be a powerful measure of the more subtle selection pressures in a school.

If students had had this happen more than once, they would indicate how often, and describe the most important instance.

The Consequence of Not Being Able to Take a Desired/Needed Course

The measure of this attribute consists of two questions, one which asks when the course would be offered next, and another which asks if the student could take it then or not. Taken together, the two items are data on what the cost in time would be to a student if one was unable to take a course at a particular time.

Results

Table XIII presents the results of these questions:

* * * * * * * * * * *

See Table XIII on following page

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Interpretation

There appears to be some noise in the questions, as some 30% of the seniors at School 121 (Class 700) said they would be able to take again a course which was being offered for a semester in the spring of their senior year. And, the range of answers about when the course is offered again indicates that students are not clearly aware of the cycle of offerings.

The situation at School 011 appears much different. Students are much more clear about when something is offered again. And, if the table on "When Offered Again" is interpreted in terms of time lost to the student, School 011 is set up so students would lose much less time. The consequences of non-selection in School 011 are much less than in School 121.

Suggested Revisions

After looking at the results, it appears that the best measure to have for a school is the time lost to the student if he is not able to take something and has to wait until later. The fact that many would not do this, but would take something else instead and never go back is not important, for if the penalties were less (it was offered again in six weeks, for instance), chances are fewer would have their plans altered by their inability to take what they wanted at the time they wanted.

This suggests a reordering of the questions so that the first one asks the student if he would be able to take the course some other time if he was not able to take it now. If the student indicates he would be able to, he would next indicate whether he would even consider it.

TABLE XIII

CONSEQUENCES OF NON-SELECTION

(Not Taking Course At This Time)

Would the Student Be Able to Take Course At Some Later Time

	Yes		No	
	#	%	#	%
School 121				
Class 400	11	68.7	5	31.3
401	13	65.0	7	35.0
700	6	30.0	14	70.0
School 011				
Class 801	24	96.0	1	4.0
802	11	100.0		

When Offered Again

	Next Quarter		Next Semester		Next Year		Never	
	#	%	#	%	#	%	#	%
School 121								
Class 400	1	6.3	5	31.3	9	56.3	1	6.3
401	1	5.9	4	23.5	12	70.6		
700	2	9.5	6	28.6	10	47.6	3	14.3
TOTAL		7.2		27.8		58.2		10.3
School 011								
Class 801	18	69.2	1	3.8	5	19.2	2	7.7
802	13	100.0						
TOTAL		84.6		1.9		9.6		3.9

Finally, he would indicate how much time he would lose waiting for it to be reoffered (quarter, semester, year, etc.). An index based on time lost is what is needed.

The Ways in Which Different Authorities Affect the Selection of a Course

The question which measures this aspect of Selection consists of a list of various individuals (principal, superintendent) or classes of individuals (teachers, counselors, parents) and a set of five response categories covering possible kinds of influence they might have had over selection of the course the student is in: "made decision", "had to approve", "provided advice", or "had no influence". There is also a "don't know" response. Students indicate for each person or class of persons what kind of influence they had on whether the student got into the course he is in.

Results

After careful consideration, the way to report the data is in terms of percentages of responses, as the response categories are discrete categories, not points on a dimension. The responses "Had No Influence" and the "Don't Know" are for all practical purposes the same. The key thing is which individuals or groups got the highest proportion of ones, twos or threes. Also, response categories one and two are essentially authoritarian--made decision or approved. The third is supportive. Comparing the percentage of one and two responses, to threes, gives a measure of the degree of authoritarian control of the selection process. Table XIV provides the data in this form.

TABLE XIV

TYPE OF INFLUENCE OF AUTHORITIES ON SELECTION DECISIONS

1 + 2 = Authoritarian: Authority Made Decision or Had to Approve
3 = Provided Advice

	Percentage of Responses					
	School 121			School 011		
	1 + 2	3	Total	1 + 2	3	Total
Teacher	9.2	12.3	21.5	23.8	14.2	38.0
Principal/Vice-Principal	14.8	4.8	19.6	19.5	7.3	26.8
School Board/Superintendent	11.7	4.8	16.5	18.5	7.1	25.6
Counselors	37.7	26.2	63.9	19.1	29.8	28.9
Psychologist/Physician	7.3	4.9	12.2	17.1	7.3	124.4
Other Outside Authorities	11.7	8.3	20.0	22.0	12.2	34.2
Other Students		26.2	26.2	14.3	16.7	31.0
Parents	21.3	16.4	37.7	16.7	21.4	38.1

The difference between the total and 100% represents the percentage of "no Influence" or "Don't Know".

Interpretation

As the table indicates, most of the individuals or groups either had no influence, or the student didn't know how much influence they had. Only one group, the counselors at School 121, received a majority of the student responses. Otherwise, total percentages in the high thirties were the best that were done. Generally speaking, for all the groups except the counselors, the percentages were higher at School 011 than at School 121. Authorities appear to have more influence at School 011.

At School 011 teachers have a great deal more influence, though a lot of this is in the authoritarian mode. The counselors at 011 are, however, more in the supportive mode than at School 121. Both schools had a fairly high degree of influence by parents on student course choices. There also is noise in the question, as at School 011 a number marked "other students" as making or approving the decision, and this is unlikely.

Suggested Revisions

The question appears to work reasonably well if rewording can eliminate the noise, but it is difficult to interpret, as it is not clear what percentage is a reasonable percentage (i.e., is 38% high or not?). The listing "Other Outside Authorities" is uninterpretable, and better left off. Two others, School Board/Superintendent and Psychologist/Physician, are likely to truely happen so rarely that they shouldn't be in the question. The remaining five should be retained as a good set for measuring differences between schools in authority influence patterns.

Characteristics of Students Affection Selection

The question that measures this attribute of the Selection function lists a number of characteristics of students, and asks respondents to indicate whether in their school a student with the given characteristic would have a harder time getting into the course they are in, an easier time, or whether the characteristic would make no difference. A short phrase identifying each characteristic is given in Table XV.

Results

After considering the responses the use of net and absolute deviation percents seemed the most illustrative way of displaying the results. The "no difference" response was considered to be the zero point. If respondents indicated that the characteristic would make it harder for the student to get into the course, this was considered a positive deviation; if easier, a negative. The percentage of respondents indicating either positive or negative deviation are the source of the figures in the table. For the net deviation percent, the percentages of positive and negative are added algebraically. For the absolute deviation percent, the absolute values of the percentages are added together, and the result given the sign of the larger of the original values. Table XV presents these figures, by school.

* * * * * * * * * * * *

See Table XV on following page

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Interpretation

As the table illustrates, the schools are quite different in the degree and direction in which characteristics of students affect selection.

TABLE XV

CHARACTERISTICS OF STUDENTS AFFECTING SELECTION

Negative = Easier

Positive = Harder

	Net Deviation Percent		Absolute Deviation Percent	
	121	011	121	011
Boy, Not Girl	+ 6.3	0.0	+11.9	± 5.9
Non-White	+ 5.8	- 3.0	+11.9	- 3.0
Less Intelligent	+22.2	+21.9	+22.2	+21.9
Friends Well Regarded	-20.7	-13.0	-20.7	-18.9
Adult Attitude	-20.7	-17.7	-37.9	-23.6
Parents Wealthy	- 0.3	0.0	- 0.3	±11.8
Younger	+49.7	- 5.6	+67.9	- 5.6
Parents Better Known	+ 3.7	- 7.1	+11.1	- 7.1
Older Siblings Did Well	-19.9	-50.0	-19.9	-59.1
Grades Pretty Low	+39.5	+ 4.6	+45.0	+ 4.6
Student Well Known	-12.5	- 9.1	-19.9	-18.2
Upset and Antagonize	+37.2	+28.3	+55.8	+28.3
TOTALS	+90.3	-50.7	+127.1	-98.4

At School 121 if the characteristics have any effect, they tend to make things more difficult for the student (the total is positive); at School 011 the characteristics tend to make things easier for the student (total is negative). For three of the characteristics the signs are different between the two schools. Two of these, "non-white" and "parents better known" are of such small magnitude that the sign difference is unimportant. One, "the student is younger", implies a rather significant difference between the schools: at School 121 being young (a freshman) is a real hinderance in terms of getting into courses. The inference would be that most freshmen have their schedules largely determined for them or are very limited in their range of choice. At School 011 being a freshman has virtually no effect (if anything, a salutory one) on getting into courses. It appears it would be much easier at School 011 for freshmen to take courses they want.

The largest differences between the schools are on the age of the student, on whether a student's older brothers and sisters did well, and on the effects of having low grades. School 011 is virtually equal in its treatment of students who are young or have low grades; they have just as good a chance of getting into a course as older students or ones with better grades. School 121 penalizes younger students and those with lower grades. In both schools it makes things easier if one's older brothers and sisters did well, but School 011 is much more affected by this than School 121.

Combining the magnitudes of the deviations from the two schools, the ones which have the most effect, one way or the other, are if the student's older brothers and sisters did well (easier), if the student upsets and antagonizes people (harder), if the student is young (harder), if the student has an adult attitude toward school (easier), if the student is one whose grades are pretty low (harder), and if the student is one of the

less intelligent students in the school (harder). Not unreasonably, if your older brothers and sisters did well, you make people comfortable, you are older with a mature attitude toward school, your grades are good and you are reasonably intelligent, you can get what you want out of school.

Suggestions for Revision

The item appears to work well and appears to provide an overall school measure of whether student characteristics affect selection; if so, whether that effect tends to make it harder for the student to get something, or easier; and which characteristics are most important in affecting selection. It might be possible to eliminate some of the items which scored near zero in the deviation.

Flexibility of a School With Respect to Selection Decisions

The question measuring this aspect of the selection function of a school lists a large number of types of flexibility that schools might have to allow to control what kind of educational experience they have. The list ranges from "taking courses that the student't parents don't want the student to take", to "taking courses only to be with one's friends". Students indicate how easy or difficult it would be to do each of the actions in their school. Since each represents a specific type of flexibility, the average of all of the responses provides a school index of selection flexibility. The table gives in shortened form each of the types of flexibility.

Results

Table XVI gives the means and standard deviations, by school, on each of the items, with a significance test between schools.

TABLE XVI

EASE OR DIFFICULTY OF SELECTION ACTIONS

Very Easy = 1 Very Hard = 4

	School 121			School 011			T-Test Between Schools --Significance	
	N	Mean	S.D.	N	Mean	S.D.	T Value	2-Tail Prob.
Take Course Without Prerequisite	25	3.160	.688	19	2.895	.937	-1.04	.306
Take Course With Younger Students	28	1.964	.881	23	1.565	.788	-1.17	.094
Take Course Parents Don't Want	27	2.185	.879	19	1.895	.809	-1.16	.254
Not Take Course Over If Fail	23	2.870	1.014	22	2.364	1.002	-1.68	.100
Credit for Out-of School Activity	25	2.240	.723	21	2.190	1.123	- .17	.863
Repeat Only Part of Course	26	2.538	1.029	21	2.286	.717	- .99	.328
Switch If Too Easy/Hard	24	2.250	.794	24	1.958	.624	-1.41	.164
Switch If Uninteresting, Inappropriate	24	2.417	.830	24	2.125	.741	-1.28	.206
Create a New Course	21	2.571	.870	17	2.294	.920	- .95	.350
Take Course With Older Students	28	2.464	.838	20	1.600	.681	-3.93	.000
Take Course With Friends	28	2.000	.770	20	2.150	.933	.59	.559
Take Course With Opposite Sex	25	2.357	.870	20	2.050	.826	-1.24	.221
Not Take Course if Know Material	25	2.800	1.118	13	2.769	1.092	- .08	.936
Choose Teacher	31	2.548	.810	16	2.438	.964	- .39	.697
Choose Content and Method	26	2.692	1.050	20	2.200	.768	-1.84	.073
Any Combination of Courses	28	2.821	.863	20	2.350	.745	-2.02	.049
New Section Created	25	2.800	.764	20	2.150	.875	-2.62	.013
Take Course Again	33	1.636	.822	20	1.700	.733	.29	.771
GRAND MEAN		2.462			2.166			

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Interpretation

As the totals show School 011 is substantially more flexible than School 121. The individually significant items identify where the major points of difference are. It is particularly easier for a student at School 011 to take courses with older students than at School 121, and substantially easier to move downward and take courses with younger students if one wants. Age grading simply is not as significant as School 011 than at School 121. The other major point of difference appears to be in the degree to which the student can influence the nature of his program. At School 011 it is easier to select the content and method one wants for a course, even to the point of having a new section created if necessary. And, there appear to be fewer prerequisites at School 011; students can take any combination of courses they want. In all cases of significant differences, School 011 appears more flexible than School 121.

Suggested Revisions

In the frequency distributions (not given here) there were a fairly large number of "don't know" or "other" responses, which suggests that the wording should be looked at carefully. Otherwise, the question appears to discriminate between schools with a high degree of precision, and the summated means appear to be a rather good overall index of flexibility. It might be possible to group the items into sub-scales of flexibility. If so, it should be.

The Ease of Changing Courses

The question which measures this aspect of the Selection function of a school lists twelve possible reasons why students might want to switch from one course to another. Respondents rate each reason from the standpoint of how difficult it would be to switch for that reason in their school. Ratings are on a four point scale, with "1" = very easy and

"4" = very difficult. The table lists in short phrase form each of the reasons.

Results

Table XVII presents the means and standard deviations for each reason by school, along with significance tests on the between school differences.

TABLE XVII

EASE OF SWITCHING COURSES

	School 121			School 011			T-Test Between Schools --Significance	
	N	Mean	S.D.	N	Mean	S.D.	T Value	2-Tail Prob.
Personality Conflict	25	2.680	.748	20	2.500	.889	- .72	.474
Failing Course	27	2.704	.724	18	2.389	.850	-1.29	.206
Course Too Difficult	27	2.482	.849	22	2.318	1.041	- .59	.557
Dislike Subject	27	2.926	.874	20	2.500	.946	-1.58	.123
Friends in Another Course	26	3.577	.857	20	2.800	1.005	-2.77	.009
Other Course Better Preparation	24	2.250	.737	19	1.947	1.026	-1.08	.287
Conflict With Other Students	29	2.621	1.115	19	2.053	.780	-2.08	.044
Course Too Easy	31	2.226	1.055	19	2.105	.937	- .42	.676
Too Much Work Required	26	3.192	.749	19	2.632	.895	-2.22	.033
Something Else More Interesting	26	3.308	.736	20	2.250	1.070	-3.79	.001
Leave Earlier For a Job	25	2.440	.821	20	1.650	.745	-3.38	.002
Parents Upset	26	2.077	.935	18	2.278	.826	.75	.457

Interpretation

As can be seen from the table, in each of the reasons which produced a significant difference between schools, School 011 was substantially more flexible than School 121. Student reports indicate it would be easier in School 011 to make such a switch than in School 121. None of the reasons received a mean below 2.0 in School 121, while two, "some other course would be better preparation" and "leaving early for a job", did at School 011. Presumably those two reasons are the most legitimate possible reasons for switching in School 011. None received a mean of over 3.0 at School 011, while at School 121 three did. This implies that students at School 131 could not switch just to be with friends, or because too much work was required, or because they found something else more interesting. These are, in effect, not legitimate reasons. It appears a reasonable inference that students at School 011 have more ability to do what they want with their educational program than students at School 121.

Suggested Revisions

The items appear to work well and to discriminate between schools. Some of the items with middling scores might well be eliminated. One appears redundant: Either the "course too difficult" or the "course too easy" could probably be eliminated. Since "too much work required" is related to difficulty, it might be wise to eliminate the "course too difficult" response.

EVALUATION/CERTIFICATION

Measuring evaluation/certification function for a school involves measuring at the classroom level the key aspects of the system by which: standards are set; standards are applied to the work of a student in a course resulting in judgments of the degree of meeting the standards, and these judgments are communicated to the student, and to the outside world.

The Mechanisms and Procedures by Which Standards Are Set and the Characteristics of the Resulting Standards

Four sets of questions measure this aspect of the evaluation/certification function in the school. One set in "true/not-true" format investigates the type of evaluation standards used in a course: flexible standards, absolute standards, normative standards, or a circumstance where an entire group gets the same grade. Another set of questions asks who determines the work to be done to meet a particular standard, when the standards are determined and who determines them.

Results

Table XVIII presents the results of these four sets of questions.

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See Table XVIII on following page

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Interpretation

In the top set of data, if one looks down each column one can identify the type of evaluation standard that is used in each of the five courses. Since the scale is one to four, means less than 2 or more than 3 are the important ones. As can be seen, Class 400 tends to have

TABLE XVIII

TYPE OF EVALUATION STANDARDS USED

1 = Definitely True
4 = Definitely Not True

	400			401			700			801			802		
	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
Flexible															
Teacher Adjusts Grade According to Ability	8	1.875	.991	10	2.400	1.075	5	2.800	.837	12	2.167	.577	8	2.250	.886
All Not Expected to Reach Same Level	11	1.727	1.191	9	2.222	.833	6	2.00	.894	15	1.733	.704	7	2.286	1.113
Absolute															
Everyone 'A' if 'A' Quality	9	2.444	1.509	12	1.833	.937	6	1.333	.816	17	2.235	1.147	5	2.800	1.304
Students Graded on Performance, not Attitude	6	2.333	.816	9	2.444	.527	15	2.200	.941	9	2.222	1.202	6	2.667	1.211
Normative															
Better Student--Good Grade Worse Student--Bad Grade	6	3.667	.816	12	3.750	.452	15	3.467	.743	9	3.444	.882	8	3.500	1.069
Group Grade															
All Same Grade	8	2.500	.926	10	1.900	.316	14	1.929	.475	8	2.500	1.414	5	1.800	.837

WHO DETERMINES WORK TO BE DONE?

CLASS	Teacher Decides #	Teacher Decides %	Teacher Discusses w/Studnts #	Teacher Discusses w/Studnts %	Decided Outside Class #	Decided Outside Class %	Student Decides #	Student Decides %
400	6	50.0	3	25.0	3	25.0		
401	8	88.9			1	11.1		
700	6	85.7			1	14.3		
801	9	60.0	4	26.7	2	13.3		
802	6	85.7	1	14.3				

WHEN ARE STANDARDS DETERMINED?

CLASS	End of Course[1] #	End of Course[1] %	Beginning of Course[2] #	Beginning of Course[2] %
400	2	20.0	8	80.0
401	2	25.0	6	75.0
700	3	60.0	2	40.0
801	8	57.1	6	42.9
802	2	40.0	3	60.0

WHO DETERMINES THE STANDARDS?

CLASS	Teacher[1] #	Teacher[1] %	People Outside[2] #	People Outside[2] %	Student[3] #	Student[3] %
400	4	50.0	2	25.0	2	25.0
401	4	57.1	2	28.6	1	14.3
700	6	85.7	1	14.3		
801	6	75.0			2	25.0
802	8	100.0				

flexible standards, certainly not normative ones. Class 401 indicated that everyone in the group receives the same grade. Within that context the explanation for why they marked "Everyone an 'A' for 'A' Quality Work" is clear. They interpreted that as meaning everyone would get the same grade. Class 700 indicated that they tend to all get the same grade but the teacher is somewhat flexible about it. All do not have to reach the same level of performance to get the same grade. Class 801 and Class 802 definitely do not have normative standards. Generally across all five classes normative evaluation standards are not used.

The issue of when the standards are determined obviously varies from course to course. The teacher of Classes 400 and 401 was the same teacher and she obviously lays out what the standards are at the beginning of the course. The other teachers are less clear about this. The students believe the teacher determines the standards though there is some noise about this, particularly in the responses by the freshmen, Class 400 and 401.

Suggested Revisions

The items under the evaluation standards used need revision so that the wording is more clear. Students checked as "true" statements which were designed not to go together, though after they were so checked, one can see how they could be interpreted as going together. If the items are suitably revised, it appears that this format will identify the characteristics of the evaluation standards for each particular class. It would then be possible to identify throughout the school how many different types of standards were in use. The "when the standards are determined" question appears to vary a lot from class to class, and in a number of classes students are quite unclear. Perhaps something can be done to improve the wording, though perhaps some teachers are just inconsistent in when they determine the standards. Who determines the

standards appears to be very clear in the two schools used, though this question could be useful to identify schools in which the standards were identified elsewhere.

What Information Is Used in Determining
the Final Evaluation in a Course

The question measuring this aspect of the Evaluation/Certification function lists ten kinds of information that might be used in determining the final evaluation a student receives in a course. The respondents rate each kind of information on a three point scale, from "very important" to "little or no importance".

The accompanying table lists the types of information in a short descriptive phrase.

Results

Table XIX presents the means and standard deviations by class for each of the types of information, and presents in rank order by mean score the relative importance of each of the types of information.

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See Table XIX on following page

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Interpretation

While the classes are different, only one type of information, "written classwork", produced a significant 'F' test across the five classes. It is far more important in classes 400 and 802 than in the other three. Otherwise, though there are differences, the patterns are relatively the same, particularly with respect to what is not important. In all classes there was overwhelming agreement that one's past record in school, past record in extracurricular activities, and the way one dresses are not important variables in determining grades. Except in class 802 teacher tests are quite important, and in all the quality of one's projects appears important.

TABLE XIX

INFORMATION USED IN DETERMINING THE FINAL EVALUATION

1 = Very Important 3 = Little or no Importance

	School 121						School 011			
	400		401		700		801		802	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
1)Written Classwork	1.333	.492	1.875	.641	2.333	.816	2.118	.697	1.429	.535
2)Teacher Tests	1.583	.793	1.286	.488	1.143	.378	1.600	.737	1.833	.408
3)Oral Participation	1.667	.492	1.625	.744	1.125	.354	1.625	.806	1.500	.837
4)Past Record/School	2.200	.919	2.286	.756	3.000	.000	2.133	.834	2.500	.548
5)Help Others	1.889	.782	1.833	.408	2.250	.463	2.071	.829	1.800	.837
6)Written Homework	2.000	.756	1.667	.500	1.70[illegible]	.823	2.091	.831	1.556	.527
7)Classrm Attitude	1.500	.535	1.800	.632	1.250	.452	1.400	.516	1.667	.500
8)Quality of Projects	1.444	.726	1.111	.33	1.417	.515	1.800	.632	1.444	.527
9)Past Rec./XC Actvts.	2.875	.354	2.700	.483	2.727	.647	2.286	.488	2.778	.667
0)The Way You Dress	3.000	.000	2.857	.378	2.700	.675	2.714	.756	3.000	.000

RANK ORDER OF TYPES OF INFORMATION USED IN DETERMINING THE FINAL EVALUATION

400	401	700	801	802
1*	8*	3*	7*	1*
8	2*	2*	2	8*
7	3	7*	3	3*
2	6	8*	8	6
3	7	6	5	7
5	5	5	6	5
6	1	1	1	2
4	4	10+	4	4+
9+	9+	9+	9	9+
10+	10+	4+	10+	10+

* = 1.5 or less

+ = 2.5 or more

Suggested Revisions

It appears that the question works reasonably well, though interpreting the data is difficult, except in profile form. A four point scale would probably help differentiate more between the different kinds of information. Furthermore, the kinds of information could well be grouped into subscales, one based on kinds of information generally used (classwork, homework, tests, etc.) and one based on other kinds of information (past record, attitudes, the way one dresses). Most classes would be low on the first and high on the second (given the way the response categories are set up). The interesting thing would be to identify classes for which the scale values reversed themselves.

INSTRUCTION

Measuring the instruction function for a school involves measuring the key aspects of the system of formal mechanisms and procedures by which schools make a systematic attempt to increase the information base, and to improve the cognitive, physical, and in some cases affective skills of students. Since these attempts are nearly always made within classrooms or at the classroom level of a school (i.e., under the direction of a teacher, not an administrator), the questions probing this function are focused on the classroom level.

The Teachers Response to Various Kinds of Student Behavior

The question which measures this aspect of the instruction function lists two different sets of student behaviors. One set covers students challenging the teacher in one way or another, such as questioning a homework assignment, questioning how grades are assigned, or offering an opinion different from the teacher's. The other set consists of "non-traditional learning activities" in which students might engage. The response categories cover possible teacher reactions to each of these student behaviors, from "requiring the behavior" through "encouraging or permitting" down to "the behavior is not permitted". The complete question can be found in the Analytic Document, Appendix E, P. 45.

Results

The table XX "Freedom to Challenge the Teacher", presents the results of that set of items in terms of number and percent of responses by class and school. Response categories 2, 3 and 4 (Encouraged to Permitted) were combined and categories 5 and 6 (Not Permitted or Does Not Apply) were combined, and an index of challengability has been calculated for each class and each school.

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See Table XX on following page

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Interpretation

As the indices show, there is much more freedom to challenge the teacher in School 011 than there is in School 121. At School 121, however, Class 700 is clearly distinct from Classes 400 and 401 in terms of the amount of challengability. The index of Class 700 is similar to that of School 011. The percentage of required behaviors is similarly low in the two schools. The percentage of "Not Permitted/Not Apply"

TABLE XX

FREEDOM TO CHALLENGE THE TEACHER

	A Required 1		B Encouraged to Permitted 2-4		C Not Permitted 5-6		Index of Challengability $\frac{A + B}{C}$
	#	%	#	%	#	%	
Class 400	3	3.3	65	71.4	23	25.3	2.95
Class 401	7	6.3	62	55.4	43	38.4	1.61
Class 700	3	3.1	80	81.6	15	15.3	5.52
School 121	13	4.3	207	68.8	81	26.9	2.72
Class 801	6	5.5	83	75.5	21	19.1	4.24
Class 802	3	1.6	55	87.3	5	7.9	11.25
School 011	9	5.2	138	79.8	26	15.0	5.67

responses is much higher in School 121.

* * * * * * * * * * * * * *

See Table XXI on following page

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Results

Table XXI presents in similar formet the results for the "non-traditional learning activities" and again an index of "non-traditionalism" has been calculated.

Interpretation

Here the schools are very much alike all across the board. Again there seems to be more variation in School 121, with Class 700 far more untraditional than the other two classes in the school, and School 011 a bit more untraditional than School 121.

Suggested Revisions

The number of response categories is simply too great and the distinctions too subtle for most students to make. The response categories should be reduced to the three used in reporting the data. Also, at least one item in the non-traditional learning activity group (writing reports about topics studied in class) is so typical as to be traditional and should be removed.

TABLE XXI

NON-TRADITIONAL LEARNING ACTIVITIES

	A Required 1		B Encouraged to Permitted 2-4		C Not Permitted 5-6		Index of Non-Traditionalism $\frac{A + B}{C}$
	#	%	#	%	#	%	
Class 400	8	10.7	34	45.3	33	44.0	1.27
Class 401	11	12.5	31	35.2	46	52.3	.91
Class 700	5	6.0	56	67.5	22	26.5	2.77
School 121	24	9.8	121	49.2	101	41.1	1.44
Class 801	4	4.9	44	54.3	33	40.7	1.45
Class 802	6	12.2	29	59.2	14	28.6	2.50
School 011	10	7.7	73	56.2	47	36.2	1.77

Classroom Requirements Related to Bloom's Taxonomy

A set of nine items on the instrument are each related to one of the levels in Bloom's Taxonomy of Educational Objectives, the Cognitive Domain. Students respond to these items by selecting one of four response categories that indicates how often that kind of activity is required in their class. Table XXII contains in shortened form the items used in the questionnaire.

Results

Table XXII presents the results from this question in terms of means and standard deviations for each class. On a four-point scale anything above 3.0 and anything below 2.0 is important.

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See Table XXII on following page

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Interpretation

From the table it can be seen that the various classes differ greatly. Class 700 differs from the remaining classes on Evaluation/Awareness/Feelings, requiring such activity far more than other classes. No class requires restating the content in a different way. Only one involves to a modest degree requiring students to apply learning to a different situation.

Suggested Revisions

Grouping the items into three sets representing different levels of difficulty seems to work as an analysis technique However, the last category (Evaluation/Awareness/Feelings) and Bloom's Taxonomy are not closely related. The standard deviations on the items are very large, suggesting that the students could not answer the question and merely guessed. It would be wise to recheck the wording of items using student writers as a

TABLE XXII

CLASSROOM REQUIREMENTS AS RELATED TO BLOOM'S TAXONOMY

1 = Required Often
2 = Required Sometimes
3 = Required Rarely
4 = Never Required

KNOWLEDGE/COMPREHENSION/ PRACTICE	400		401		700		TOTAL		801		802		TOTAL	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Restate Content in Different Way	3.200	.919	3.286	1.113	3.133	1.060			3.889	.333	3.286	.951		
Recall Facts	2.125	.991	1.900	.994	1.500	.535			2.133	.834	2.286	.951		
Repeat Response/Activity	1.875	.835	2.500	.527	2.250	.886			2.267	.594	2.857	.900		
APPLICATION/ANALYSIS														
Apply Learning to Diff.	3.300	.823	3.286	1.113	3.143	1.099			3.000	1.195	2.857	1.215		
Pull Together in New Way	2.700	1.252	2.286	.756	1.857	.770			2.556	1.014	2.143	1.069		
Explain Underlying Causes	2.375	1.061	2.667	.866	1.750	.707			2.733	.961	2.000	.577		
EVALUATION AWARENESS FEELINGS														
Demonstrate Awareness	3.100	1.101	2.857	.900	1.933	.884			2.889	1.054	2.429	.976		
Judge Value/Merit	2.714	1.113	3.000	.926	2.000	.535			2.857	.864	2.571	.976		
Express Feelings Openly	2.875	1.126	3.300	.483	1.500	.756			2.200	.862	2.143	1.345		

way of reducing this problem.

There needs to be some items for the category "synthesis" added. It appears that the phrase "required" in the response options was a real problem. We need to know how often they happen, not how often they are required. This change will be made.

Percentage of Time in Various Types
of In-Class and Out-Of-Class Activities,
And in Various Sizes of Classroom Groups

These three questions have response categories in which students indicate the percentage of class time or percentage of out-of-class time spent on the various types of activities or groups listed. The in-class activities range from self-instruction through teacher-led instruction to instruction by an outsider. The out-of-class activities range from reading, to practicing, to actually doing work. The group sizes range from diads to full class.

Results

After careful consideration the best manner of displaying the data appears to be a graph. The graphs are based on the classroom means.

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See Table XXIII on following page

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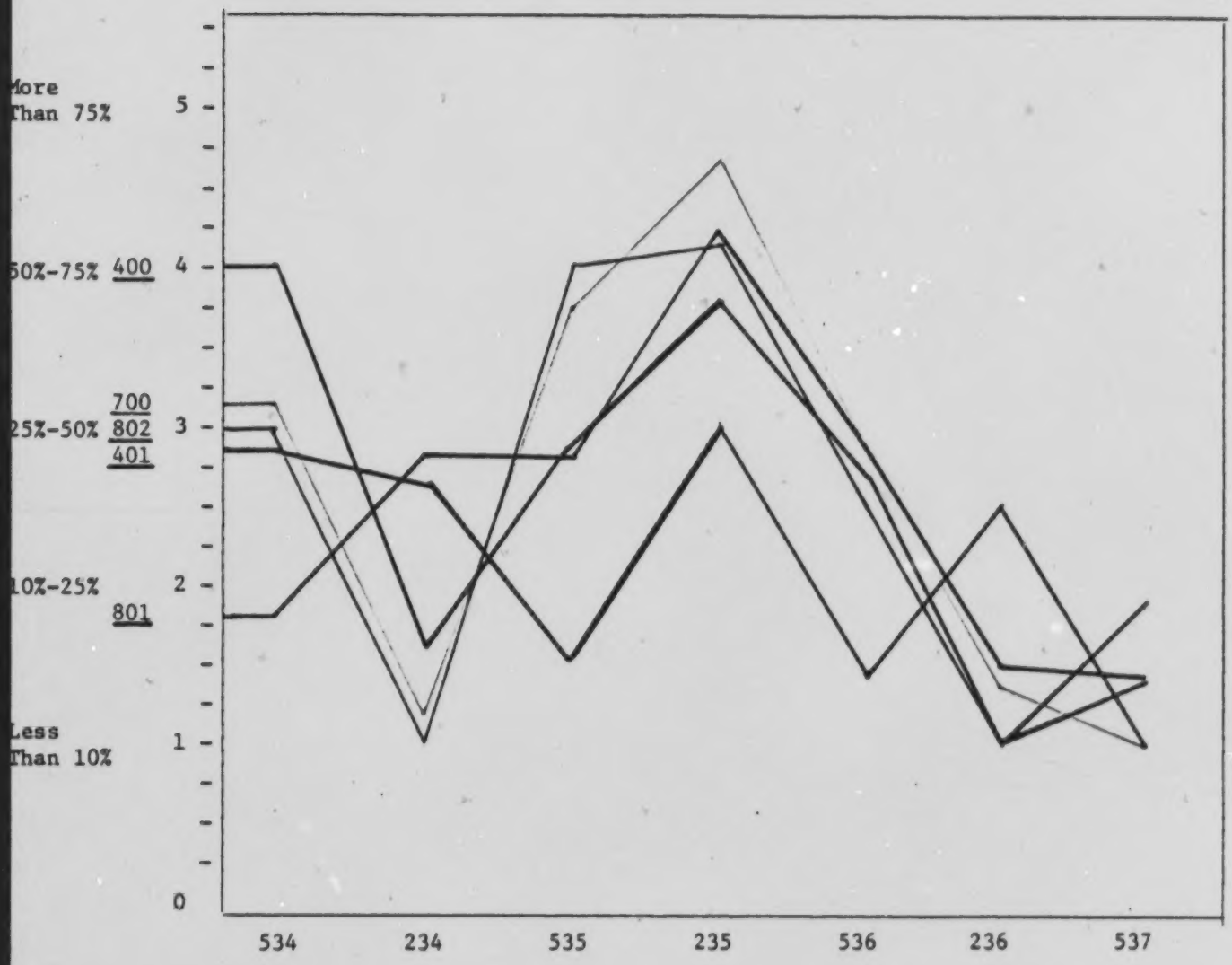
Interpretation

As the graph of Table XXIII shows, the percentages were difficult for students to estimate. Nearly every class would have more than 100 percent. Nevertheless, the relative emphasis is probably fairly accurate. Large variations among classes are experienced in the "self-instruction" category and in the "student group" category. The gap is somewhat smaller between classes with respect to the "student led" instruction in the various classrooms and a "teacher led" instruction, though the spread is still broad. There does not appear to be any school patterns.

TABLE XXIII

PERCENTAGE OF TIME IN VARIOUS CLASS ACTIVITIES



534 = Self-Instruction
234 = Student-Led
535 = Student Group
235 = Teacher Led
536 = Machine
236 = Outsider-Led
537 = Outside

Suggested Revisions

The wording of the items is awkward. "Outsider-led" and "outside instruction" are simply awkward phrasing. The items ought to read "field trips", "visitors", etc. Five categories of time are probably too many. It would seem better to combine responses 1 and 2 into "less than 25 percent", responses 3 and 4 into "between 25 and 75 percent" and response 5 "more than 75 percent" of the time. The biggest trouble seems to be estimating the amount of time involved in "teacher-led" instruction, though this is reasonable since this goes on the most. A number of items have very broad distribution of responses which imply a need to change the wording of the items.

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See Table XXIV on following page

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Results

Table XXIV indicates the amount of time in various out-of-class activities. As can be seen only one activity approaches the 50 percent point and that is "writing". Some classes, such as Class 700, appear not to involve students in doing homework assignments.

Suggested Revisions

The suggested revisions for the previous question apply here. The time period for estimating the percents is a problem with out-of-class activity.

Results

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See Table XXV on following page

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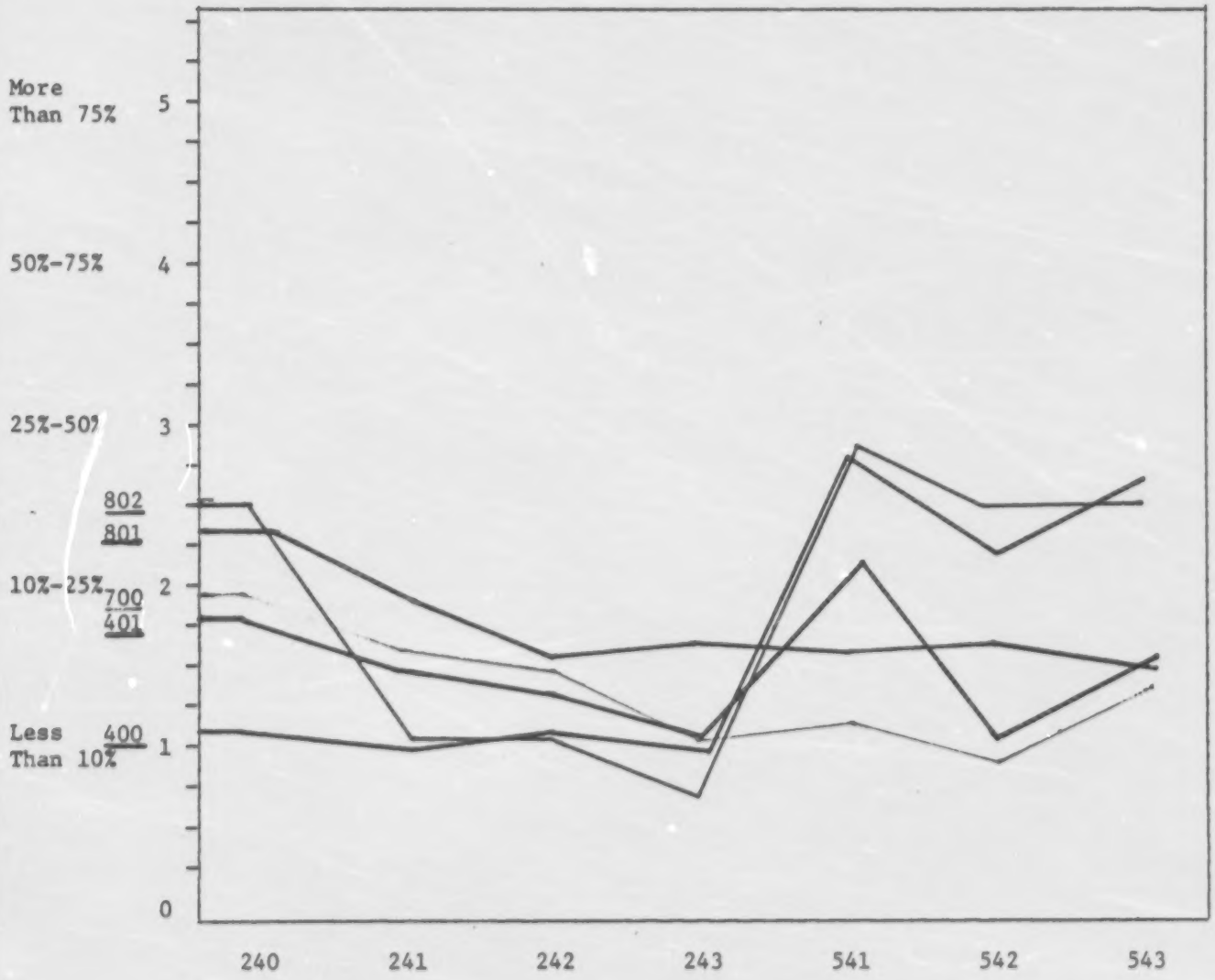
Interpretation

Table XXV presents the amount of time spent in various size class

TABLE XXIV

AMOUNT OF TIME IN VARIOUS OUT OF CLASS ACTIVITIES



240 = Reading

241 = Watching

242 = Practicing

243 = Making Something

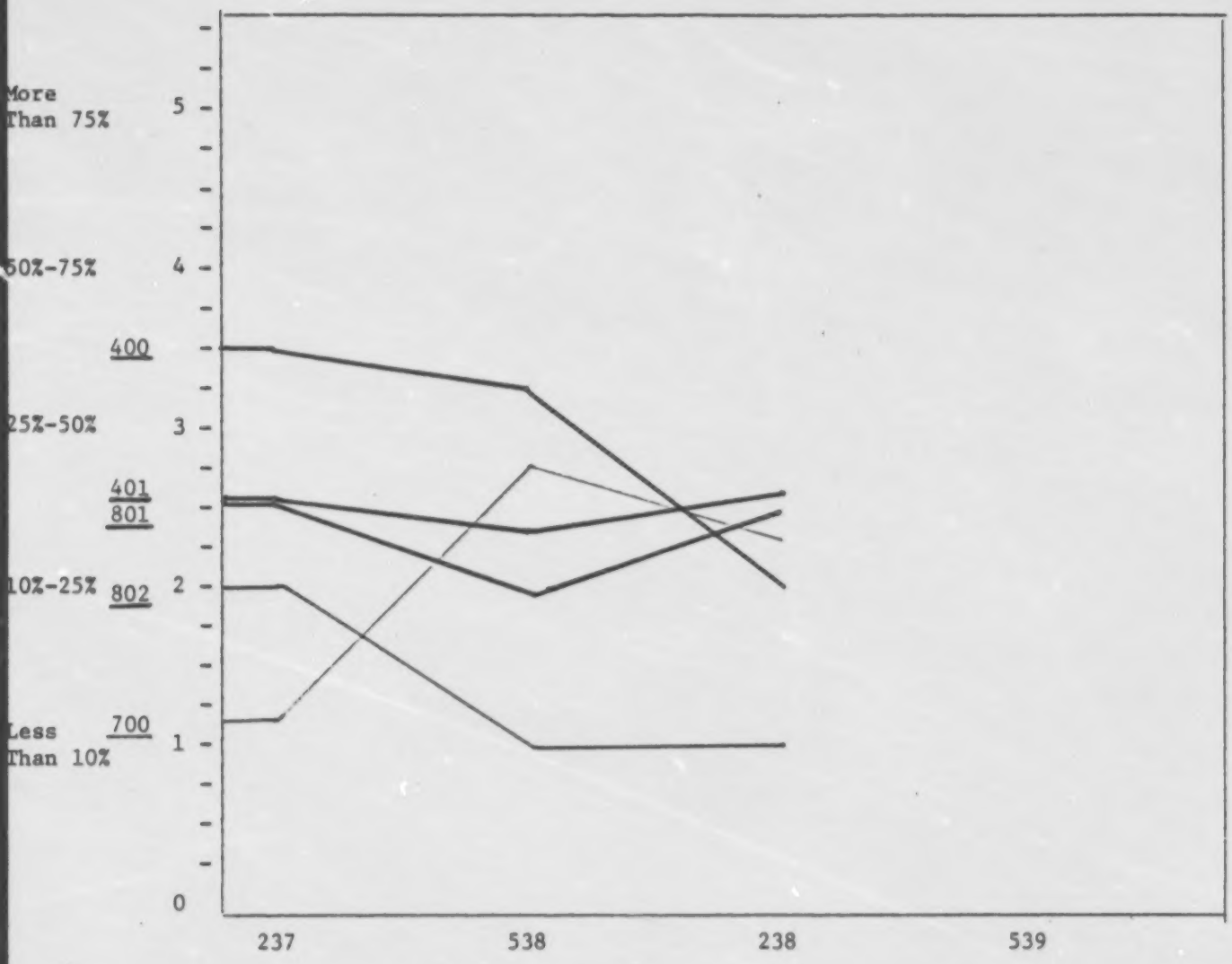
541 = Writing

542 = Interviewing

543 = Doing Work

TABLE XXV

PERCENT OF TIME IN VARIOUS SIZED CLASS GROUPINGS



237 = Individual Work
538 = Small Groups (2-3)
238 = Small Groups (4-10)
539 = Large Groups

groupings, from individual work through small groups to large groups. As can be seen from the table there are very large differences between the classes in the amount of individual work they do and the amount of small group work they do. The data on large groups is missing due to an error in the duplicating and collating process.

Suggested Revisions

The revisions from the previous question apply here.

SOCIALIZATION

Socialization processes develop in persons those attitudes, beliefs, expectations, values, and affective capacities for successfully performing roles in specified social systems. Measuring the socialization function of a school involves measuring the key aspects of the system schools have for developing the requisite attitudes, beliefs, expectations, values, and affective capacities in students. As a way of reducing the complexity of the measurement task, this instrument measures the key aspects of the school's system for socializaing students to conform to its view of how students ought to behave, as students, while in school.

The socialization section of the instrument consists of eighty-eight statements about how things "should" be in a school. These focus particularly on how students should behave, though some focus on how teachers ought to behave in response to students. For each statement respondents select one of five responses: this is not stressed in my school; this is stressed but no one talks about it; teachers want this but students resist; students want this but teachers resis; or both teachers and students want this but it isn't present yet.

Results

In the following tables groups of items which all relate to a particular phenomenon have been summarized in terms of the percentage of students picking each response in each school. The response categories have been arranged in a rough scale, with the third, fourth and fifth responses combined: they all imply that people in the school are trying to change the values and norms of the school. By looking at the distribution of responses it is possible to compare the schools on the various socialization emphases. It should be noted that many of the item categories correspond to some set of questions earlier in the instrument

where the students indicated how things were done in their school. By comparing the socialization question responses to the descriptive responses, it is possible to determine how successful the school has been in creating a socialization climate that corresponds to and supports what it actually does. Such analysis is beyond the scope of this report, but will be part of the final analysis.

TABLE XXVI

SOCIALIZATION WITH RESPECT TO THE EXTENT OF THE RULES

Items transformed so that all imply limited, flexible rules
(Vars: *546, 246, 568, 579 (*means answers reversed))

	Not Stressed in the School 1		Stressed By Teachers or Students, But Not Yet Reality 3-5		Stressed So Much No One Thinks About it 2	
School	#	%	#	%	#	%
121	15	15.6	61	63.5	20	20.8
011	16	15.8	74	73.3	11	10.9

Interpretation

There is not a lot to choose between the two schools with respect to the extent of the rules. School 121 has slightly more genuine commitment to limited, flexible rules (20.8% vs. 10.9%) than School 011, but in both places there is a lot of energy going into working on it.

TABLF XXVII

SOCIALIZATION WITH RESPECT TO THE EQUITY OF ENFORCEMENT OF THE RULES

Items transformed so that all imply adjusting absolutely equal treatment to take into account special circumstances
(Vars: *553, 264, 559 (*means answers reversed))

	Not Stressed in the School 1		Stressed By Teachers or Students, But Not Yet Reality 3-5		Stressed So Much No One Thinks About It 2	
School	#	%	#	%	#	%
121	27	34.2	41	51.9	11	13.9
011	19	32.8	32	55.2	7	12.1

Interpretation

The high responses on the first column indicate that both schools stress absolute equality of treatment. Both to a rather high degree do not seem to value a lot of flexibility by enforcers in the administration of justice.

TABLE XXVIII

SOCIALIZATION WITH RESPECT TO

DUE PROCESS

Items transformed so that all imply observance of due process safeguards (Vars: 249, 255, *272 (*means answers reversed))

	Not Stressed in the School 1		Stressed By Teachers or Students, But Not Yet Reality 3-5		Stressed So Much No One Thinks About It 2	
School	#	%	#	%	#	%
121	14	14.9	51	54.3	29	30.9
011	4	8.7	35	76.1	7	15.2

Interpretation

There appears to be much more flexibility for a teacher to make rules or selectively enforce them at School 121 than at School 011. Since the items imply a kind of overriding of school rules for self-serving purposes by teachers, this suggests that at School 121 there is more arbitrariness in the rules and students feel compelled to obey. At School 011 students would be less likely to concede that the teacher had such power.

TABLE XXIX

SOCIALIZATION WITH RESPECT TO

THE LOCUS OF ENFORCEMENT OF THE RULES

Items all imply a teacher can override or flexibly interpret rules if one wishes to
(Vars: 571, 252, 547)

	Not Stressed in the School 1		Stressed By Teachers or Students, But Not Yet Reality 3-5		Stressed So Much No One Thinks About It 2	
School	#	%	#	%	#	%
121	13	16.5	51	64.6	15	19.0
011	14	25.9	31	57.4	9	16.7

TABLE XXX

SOCIALIZATION WITH RESPECT TO
THE BASIS OF LEGITIMACY OF THE RULES

Items transformed so that all imply legitimacy of rules comes from authority, punishment
(Vars: *257, *282, 581, 283, 250 (*means answers reversed))

	Not Stressed in the School 1		Stressed By Teachers or Students, But Not Yet Reality 3-5		Stressed So Much No One Thinks About It 2	
School	#	%	#	%	#	%
121	16	10.5	94	61.8	42	27.6
011	20	25.3	45	57.0	14	17.7

Interpretation

To a greater extent the rules at School 121 are justified by appeals to the authority or power of the adults in the school. At School 011 there is much less of this. Instead, at School 011 the emphasis is on student participation in formulating rules, and understanding of their purposes.

TABLE XXXI

SOCIALIZATION WITH RESPECT TO
STUDENT INFLUENCE ON THE RULES

Items imply students are involved
(Vars: 574, 260)

	Not Stressed in the School 1		Stressed By Teachers or Students, But Not Yet Reality 3-5		Stressed So Much No One Thinks About It 2	
School	#	%	#	%	#	%
121	10	18.2	39	70.9	6	10.0
011	1	2.8	25	69.4	10	27.8

Interpretation

Consistent with the previous table, School 011 has much more emphasis on students having influence on the rules in the school. Students at School 011 are more involved in making them than at School 121.

TABLE XXXII

SOCIALIZATION WITH RESPECT TO

STUDENT RESPONSIBILITY IN INSTRUCTION

Items imply student is responsible
(Vars: 548, 572, 569)

	Not Stressed in the School 1		Stressed By Teachers or Students, But Not Yet Reality 3-5		Stressed So Much No One Thinks About It 2	
School	#	%	#	%	#	%
121	8	11.8	44	64.7	16	23.5
011	15	24.2	38	61.3	9	14.5

Interpretation

The items here imply that the students, not the teacher, are responsible if they fail to learn. This is a fairly traditional stance, implying that all the teacher needs to do is "teach". It's up to the student to solve his problems with learning. The table indicates much more of this attitude in School 121 than in School 011. School 011 has more emphasis on the teacher finding ways of reaching students.

TABLE XXXIII

SOCIALIZATION WITH RESPECT TO

STUDENT INFLUENCE OVER MATERIAL COVERED IN A COURSE

Items transformed to imply student has influence
(Vars: 563, *561, 565 (*means answers reversed))

	Not Stressed in the School 1		Stressed By Teachers or Students, But Not Yet Reality 3-5		Stressed So Much No One Thinks About It 2	
School	#	%	#	%	#	%
121	12	17.1	50	71.4	8	11.4
011	6	9.1	48	72.7	12	18.2

Interpretation

To a fairly large degree neither school has a lot of student influence over material covered. However, what differences there is is toward School 011 having more student influence than School 121.

TABLE XXXIV

SOCIALIZATION WITH RESPECT TO

COOPERATION/COMPETITION

Items transformed to imply cooperation
(Vars: 247, 576, *545, 551 (*means answers reversed))

	Not Stressed in the School 1		Stressed By Teachers or Students, But Not Yet Reality 3-5		Stressed So Much No One Thinks About It 2	
School	#	%	#	%	#	%
121	24	23.8	56	55.4	21	20.8
011	12	14.8	45	55.6	24	29.6

Interpretation

There are strong values both ways in both schools. School 011 has, however, more emphasis on cooperation in learning activities than does School 121, or less emphasis on students competing against one-another in learning situations.

TABLE XXXV

SOCIALIZATION WITH RESPECT TO

FACTORS THAT AFFECT SELECTION

Items transformed to imply all have an equal chance to be selected
(Vars: *262, 265, 266, 555, *558 (*means answers reversed)

	Not Stressed in the School 1		Stressed By Teachers or Students, But Not Yet Reality 3-5		Stressed So Much No One Thinks About It 2	
School	#	%	#	%	#	%
121	28	19.2	85	58.2	33	22.6
011	10	12.2	56	68.3	16	19.5

Interpretation

School 121 has stronger values both ways than School 011. There is a lot of emphasis in School 121 on equal access, and a lot on using various selection processes in placing students in classes. School 011 appears to be working through this value and has much more ambivalence.

TABLE XXXVI

SOCIALIZATION WITH RESPECT TO

SWITCHING COURSES

Items transformed to imply can switch within limits
(Vars: *251, 254, 259 (*means answers reversed))

	Not Stressed in the School 1		Stressed By Teachers or Students, But Not Yet Reality 3-5		Stressed So Much No One Thinks About It 2	
School	#	%	#	%	#	%
121	13	13.1	72	72.7	14	14.1
011	3	6.5	38	82.6	5	10.9

Interpretation

The schools are pretty similar. They have a lot of unclarity about whether students should be allowed to switch courses, and if so, what limits ought to be placed on that power. School 121 has stronger values both ways than School 011, so it is somewhat more clear in School 121.

TABLE XXXVII

SOCIALIZATION WITH RESPECT TO

BEING INFORMED ABOUT THE BASIS FOR GRADES

Items transformed to imply students are informed
(Vars: 565, 267, *270 (*means answers reversed))

	Not Stressed in the School		Stressed By Teachers or Students, But Not Yet Reality		Stressed So Much No One Thinks About It	
	1		3-5		2	
School	#	%	#	%	#	%
121	5	5.8	70	81.4	11	12.8
011	4	7.4	36	66.7	14	25.9

Interpretation

There is much more emphasis in School 011 that students should be informed about how grades will be, or have been, determined than at School 121. School 121 has a high amount of ambivalence on the issue.

TABLE XXXVIII

SOCIALIZATION WITH RESPECT TO

PURPOSES OF EVALUATION

Items transformed to imply evaluation is fed back and put to good use
(Vars: *564, 560, 287 (*means answers reversed))

	Not Stressed in the School		Stressed By Teachers or Students, But Not Yet Reality		Stressed So Much No One Thinks About It	
	1		3-5		2	
School	#	%	#	%	#	%
121	9	11.3	60	75.0	11	13.8
011	5	8.5	42	71.2	12	20.3

Interpretation

There appears to be more emphasis in School 011 on the role and importance of evaluation as feedback than at School 121. At School 121 it is more seen as judgmental and as classifying students.

Suggestions for Revision

In all of the cases the very large number of responses in the middle category suggests either lack of a clear set of norms in the schools with respect to the values, or some problems with the questions. The problems with the questions are several. The response categories were somewhat problematic, as the "scale" nature of them was apparently not clear. On some items some respondents appear to have interpreted response five as the same as response two, and thus combining the responses the way they were combined introduces a lot of noise. This can be corrected in the next draft.

In combining the items into the tables there were a number of instances in which the items did not combine precisely. In particular, when reversing the scores the interpretation of the result was somewhat unclear. These two problems can be easily corrected in the next draft. A number of items can be eliminated, and others need to be introduced to give more standard scales related to characteristics described elsewhere in the instrument. Each of the parts of the other functions of schools should have some socialization items related to it.

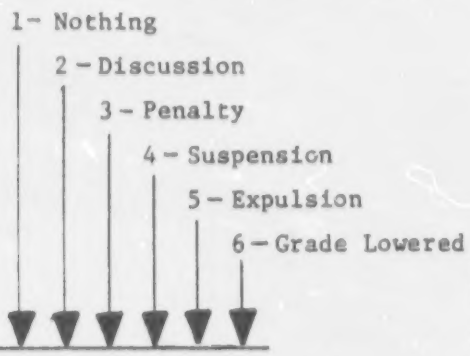
CHAPTER II

LISTING OF ITEMS BY SCALE

Composite Variable (520): Extent and Duration of Punishment for Breaking a Rule, First Offense, School Rules

Subscales

(521) Extent of Punishment, First Offense, Truancy Violations



037A09	1	2	3	4	5	6	48-1.	Skipping school
340B09							51-4.	Being in the hall during class time
343B09							54-7.	Leaving the school grounds during school hours

(522) Extent of Punishment, First Offense, Personal Vices

042A09	1	2	3	4	5	6	53-6.	Being high on drugs
043A09							54-7.	Using obscene or profane language
337B09							48-1.	Smoking cigarettes
342B09							53-6.	Wearing clothes which are sloppy or unclean

(523) Extent of Punishment, First Offense, Crimes

038A09	1	2	3	4	5	6	49-2.	Fighting another student
039A09							50-3.	Stealing from the school
041A09							52-5.	Damaging school property
338B09							49-2.	Taking something from another student either by theft or pressure
339B09							50-3.	Striking/fighting with a teacher

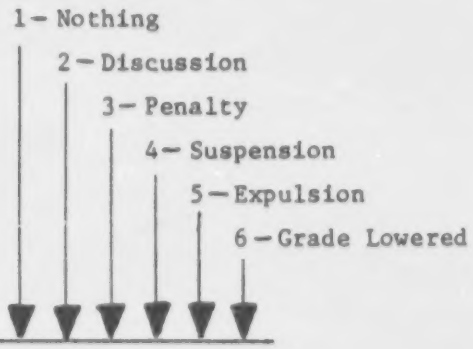
(524) Extent of Punishment, First Offense, Political Activities

040A09	1	2	3	4	5	6	51-4.	Organizing students to protest something
341B09							52-5.	Distributing written material critical of the school

Composite Variable (525): Extent and Duration of Punishment for Breaking a Rule, First Offense, Classroom Rules

Subscales

(526) Extent of Punishment, First Offense, Academic Non-Cooperation



054A11	1	2	3	4	5	6	65-4.	Not turning in an assignment
056A11							67-6.	Refusing to participate in class activities

(527) Extent of Punishment, First Offense, Cheating

052A11	1	2	3	4	5	6	63-2.	Copying someone else's work
053A11							64-3.	Cheating on an exam

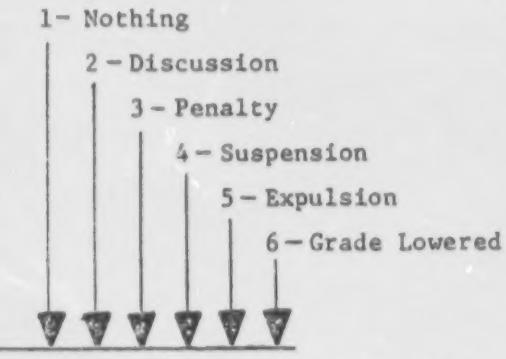
(528) Extent of Punishment, First Offense, Negative Attitude

051A11	1	2	3	4	5	6	62-1.	Arriving late to class
055A11							66-5.	Talking back to the teacher

Composite Variable (530) Extent and Duration of Punishment for Breaking a Rule, Repeated Offense, School Rules

Subscales

(531) Extent of Punishment, Repeated Offense, Truancy Violations



044A10	1	2	3	4	5	6	55-1.	Skipping school
347B10							58-4.	Being in the hall during class time
350B10							61-7.	Leaving the school grounds during school hours

(532) Extent of Punishment, Repeated Offense, Personal Vices

049A10	1	2	3	4	5	6	60-6.	Being high on drugs
050A10							61-7.	Using obscene or profane language
344B10							55-1.	Smoking cigarettes
349B10							60-6.	Wearing clothes which are sloppy or unclean

(533) Extent of Punishment, Repeated Offense, Crimes

045A10	1	2	3	4	5	6	56-2.	Fighting another student
046A10							57-3.	Stealing from the school
048A10							59-5.	Damaging school property
345B10							56-2.	Taking something from another student either by theft or pressure
346B10							57-3.	Striking/fighting with a teacher

(534) Extent of Punishment, Repeated Offense, Political Activities

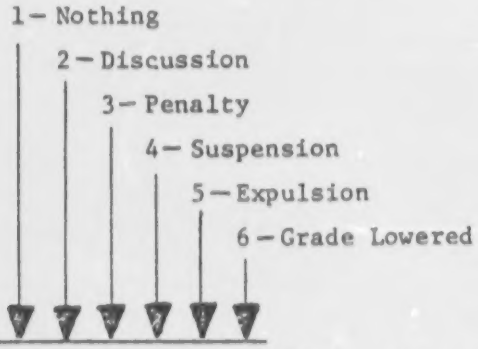
047A10	1	2	3	4	5	6	58-4.	Organizing students to protest something
348B10							59-5.	Distributing written material critical of the school

FUNCTION: CUSTODY/CONTROL

Composite Variable (535): Extent and Duration of Punishment for Breaking a Rule, Repeated Offense, Classroom Rules

Subscales

(536) Extent of Punishment, Repeated Offense, Academic Non-Cooperation



354B11	1	2	3	4	5	6	65-4.	Not turning in an assignment
356B11							67-6.	Refusing to participate in class activities

(537) Extent of Punishment, Repeated Offense, Cheating

352B11	1	2	3	4	5	6	63-2.	Copying someone else's work
353B11							64-3.	Cheating on an exam

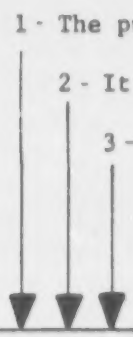
(538) Extent of Punishment, Repeated Offense, Negative Attitude

351B11	1	2	3	4	5	6	62-1.	Arriving late to class
355B11							66-5.	Talking back to the teacher

Composite Variable (540): Equity of Enforcement, Expulsion Offenses

Subscales

(541) Equity of Enforcement, Student Characteristics



A student breaks a rule for which the usual punishment is expulsion. What difference, if any, would it make if the student:

057A12	1 2 3	68-1.	Is a girl
058A12		69-2.	Is non-white
062A12		73-6.	Is young (freshman or sophomore)

(542) Equity of Enforcement, Earned Status

059A12	1 2 3	70-3.	Gets good grades
060A12		71-4.	Is a leading athlete or cheerleader
061A12		72-5.	Is not widely known in school
064A12		75-8.	Is popular with other students

(543) Equity of Enforcement, Reputation

063A12	1 2 3	74-7.	Has parents who are wealthy or well-known in the community
065A12		76-9.	Has older brothers or sisters who had a bad reputation in the school
066A12		77-10.	Has a reputation for causing teachers trouble

Composite Variable (545): Equity of Enforcement, Suspension Offenses

Subscales

(546) Equity of Enforcement, Student Characteristics

1 - The punishment would be less, lighter

2 - It would make no difference

3 - The punishment would be more, harsher

A student breaks a rule for which the usual punishment is suspension. What difference, if any, would it make if the student:

357B12	1 2 3	68-1.	Is a girl
358B12		69-2.	Is non-white
362B12		73-6.	Is young (freshman or sophomore)

(547) Equity of Enforcement, Earned Status

359B12	1 2 3	70-3.	Gets good grades
360B12		71-4.	Is a leading athlete or cheerleader
361B12		72-5.	Is not widely known in school
364B12		75-8.	Is popular with other students

(548) Equity of Enforcement, Reputation

363B12	1 2 3	74-7.	Has parents who are wealthy or well-known in the community
365B12		76-9.	Has older brothers or sisters who had a bad reputation in the school
366B12		77-10.	Has a reputation for causing teachers trouble

Composite Variable (550): Equity of Enforcement, Penalty Offenses

Subscales

(551) Equity of Enforcement, Student Characteristics

1 The punishment would be less, lighter

2 It would make no difference

3 The punishment would be more, harsher

A student breaks a rule for which the usual punishment is a penalty. What difference, if any, would it make if the student:

367B13	1 2 3	78-1. Is a girl
368B13		79-2. Is non-white
372B13		14-6. Is young (freshman or sophomore)

(552) Equity of Enforcement, Earned Status

369B13	1 2 3	80-3. Gets good grades
370B13		12-4. Is a leading athlete or cheerleader
371B13		13-5. Is not widely known in school
374B13		16-8. Is popular with other students

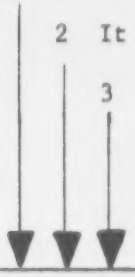
(553) Equity of Enforcement, Reputation

373B13	1 2 3	15-7. Has parents who are wealthy or well-known in the community
375B13		17-9. Has older brothers or sisters who had a bad reputation in the school
376B13		18-10. Has a reputation for causing teachers trouble

Composite Variable (555): Equity of Enforcement, Offenses For Which Grade Lowered

Subscales

(556) Equity of Enforcement, Student Characteristics



A student breaks a rule for which the usual punishment in your class is to have his/her grade lowered. What difference, if any, would it make if the student:

067A13	1 2 3	78-1. Is a girl
068A13		79-2. Is non-white
072A13		14-6. Is young (freshman or sophomore)

(557) Equity of Enforcement, Earned Status

069A13	1 2 3	80-3. Gets good grades
070A13		12-4. Is a leading athlete or cheerleader
071A13		13-5. Is not widely known in school
074A13		16-8. Is popular with other students

(558) Equity of Enforcement, Reputation

073A13	1 2 3	15-7. Has parents who are wealthy or well-known in the community
075A13		17-9. Has older brothers or sisters who had a bad reputation in the school
076A13		18-10. Has a reputation for causing teachers trouble

FUNCTION: CUSTODY/CONTROL

Composite Variable (560): Clarity of the Rules

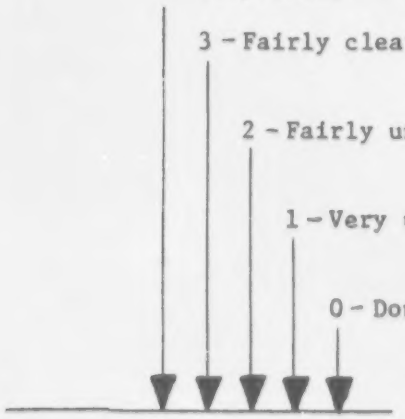
4 - Very clear -- the rules spell out exactly what would cause this to happen

3 - Fairly clear -- the rules spell out pretty well what would cause this to happen

2 - Fairly unclear -- the rules hardly spell out at all what would cause this to happen

1 - Very unclear -- the rules are so general it all depends on who catches you

0 - Don't know -- I don't know what the rules are concerning this



077A14	4	3	2	1	0	19-1.	How clear are the rules for which violation usually leads to expulsion?
078A14						20-2.	How clear are the rules for which violation usually leads to suspension?
079A14						21-3.	How clear are the rules for which violation usually leads to a penalty?
080A14						22-4.	How clear are the rules in your class for which violation usually leads to lowered grades?
* 323B06						34-5.	Even though I've read or been told what the rules are, I'm often unsure whether something I do is against the rules

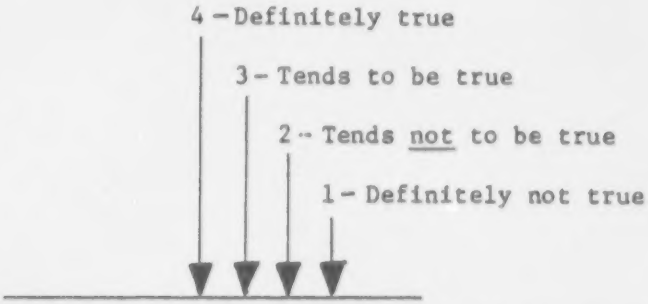
Composite Variable (561): Clarity of Consequences of Behavior

377B14	4	3	2	1	0	19-1.	How clearly do you know what actions could cause you to be expelled?
378B14						20-2.	How clearly do you know what actions could cause you to be suspended?
379B14						21-3.	How clearly do you know what actions could cause you to be punished by a penalty?
380B14						22-4.	How clearly do you know what actions in your class could cause you to have your grade lowered?
* 023A06						34-5.	Most of the time I never know I've done something wrong until I get "caught". Then I find out it was wrong.

* Means Reverse the Scores

FUNCTION: CUSTODY/CONTROL

Composite Variable (565): Enforcement by Administrators



022A06	4	3	2	1	33-4.	In this school the principal or vice-principal enforces the rules
* 023A06					35-6.	In this school the teachers decide what punishment a student should receive for breaking a rule
322B06					33-4.	In this school if teachers catch students breaking rules, they send them to the principal to be punished
* 324B06					35-6.	In this school the teachers are responsible for enforcing rules. Only the most extreme cases are handled by the principal or vice-principal

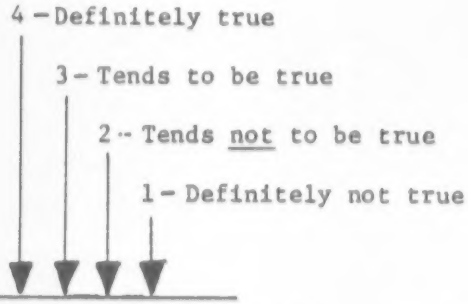
* Means Reverse the Scores

FUNCTION: CUSTODY/CONTROL

Composite Variable (570): Pervasiveness of Control

Subscales

(571) Pervasiveness of Rules



	021A06	4	3	2	1	32-3. You need permission to do anything around this school
*	025A06					36-7. There don't seem to be many rules in this school
	321B06					32-3. This school has rules to cover everything a student might think of doing
*	325B06					36-7. The only rules we have around here are ones that help us learn

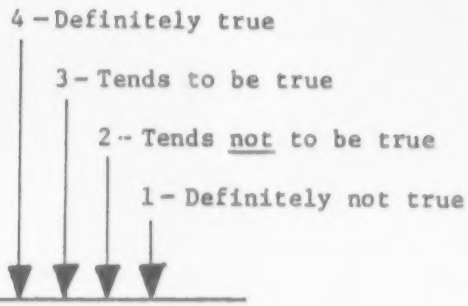
(572) Severity of Enforcement

	019A06	4	3	2	1	30-1. Most teachers seem to think students are always up to something, so they just wait for someone to do something wrong
*	026A06					37-8. The principal is usually understanding; if a student does something wrong, he will give him/her the benefit of the doubt
*	319B06					30-1. As long as you're doing no harm, the teachers here don't really enforce the rules
	326B06					37-8. Students are expected to report other students, if they see them violating school rules

* Means Reverse the Scores

FUNCTION: CUSTODY/CONTROL

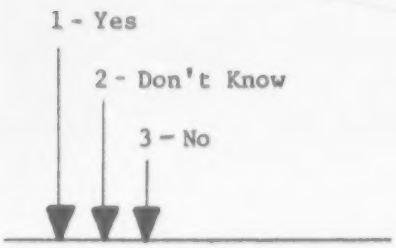
Composite Variable (575): Obedience of Students to School Rules



*	020A06	4	3	2	1	31-2. Generally, students here break school rules any time they think they can get away with it
	320B06					31-2. Generally, students do what they're told in this school

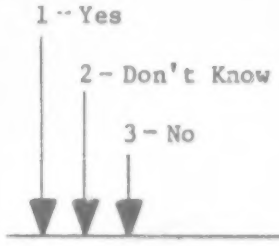
* Means Reverse the Scores

Composite Variable (580): Existence of a Hearing Process



082A15	1 2 3	24-1.	A student has been accused of committing an act (violating a rule) which could lead to expulsion. Would there be (or could the student request) a hearing?
083A15		25-2.	A student has been accused of committing an act (violating a rule) which could lead to suspension. Would there be (or could the student request) a hearing?
084A15		26-3.	A student has been accused of committing an act (violating a rule) which could lead to a penalty. Would there be (or could the student request) a hearing?
085A15		27-4.	A student has been accused of committing an act (violating a rule) which could lead to a lowered grade. Would there be (or could the student request) a hearing?

Composite Variable (581): Existence of An Appeal Process

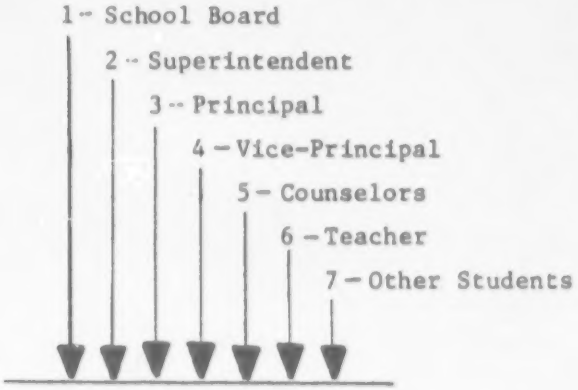


382B15	1 2 3	24-1.	A student has been expelled, and yet thinks he/she is innocent. Is there an appeal process the student could use?
383B15		25-2.	A student has been suspended, and yet thinks he/she is innocent. Is there an appeal process the student could use?
384B15		26-3.	A student has been penalized, and yet thinks he/she is innocent. Is there an appeal process the student could use?
385B15		27-4.	A student has had his/her grade lowered, and yet thinks he/she is innocent. Is there an appeal process the student could use?

Composite Variable (585): Who Students Go To For Help

Subscales

(586) Who Students Go To For Help If Accused



088A16	1 2 3 4 5 6 7	30-3.	If a student has been accused of committing an act (violating a rule) which could lead to suspension
089A16		31-4.	If a student has been accused of committing an act (violating a rule) which could lead to a lowered grade
388B16		30-3.	If a student has been accused of committing an act (violating a rule) which could lead to expulsion
389B16		31-4.	If a student has been accused of committing an act (violating a rule) which could lead to a penalty

(587) Who Students Go To For Help If Punished and Innocent

086A16	1 2 3 4 5 6 7	28-1.	If a student has been expelled and yet thinks he/she is innocent
087A16		29-2.	If a student has been penalized and yet thinks he/she is innocent
386B16		28-1.	If a student has been suspended and yet thinks he/she is innocent
387B16		29-2.	If a student has had a grade lowered and yet thinks he/she is innocent

Composite Variable (590): How Did Student Come to Take the Course He/She is In

090A17 & 390B17	32-1.	I don't know. I just found this on my schedule
	2.	It was required
	3.	I selected it by myself; I wanted to take it
	4.	I was advised to take it, and selected it for that reason
	5.	I selected a different course, but I was placed here in spite of that

Composite Variable (591): Student's Ability to Take Course at a Later Time

112A21 & 412B21	54-1.	Yes
	2.	No

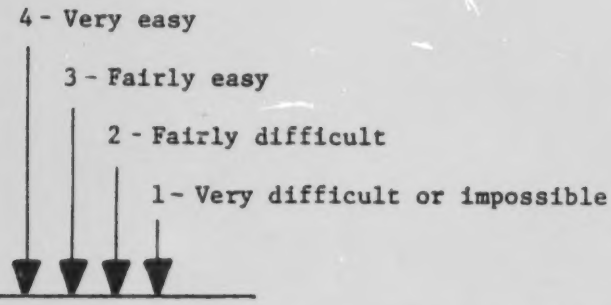
Composite Variable (592): Elapsed Time Before Student Could Take Course Again

113A21 & 413B21	55-1.	Nine weeks (a quarter) or less
	2.	A semester
	3.	A year
	4.	I would never get another chance

Composite Variable (595): School Flexibility w.r.t. Selection

Subscales

(596) Importance of Prerequisites in Selection



103A19	4	3	2	1	45-7.	Take any combination of courses you like, in whatever sequence pleases you
397B19					39-1.	Take a course even if you haven't had all of the prerequisites (the courses you are supposed to have had which lead up to it)

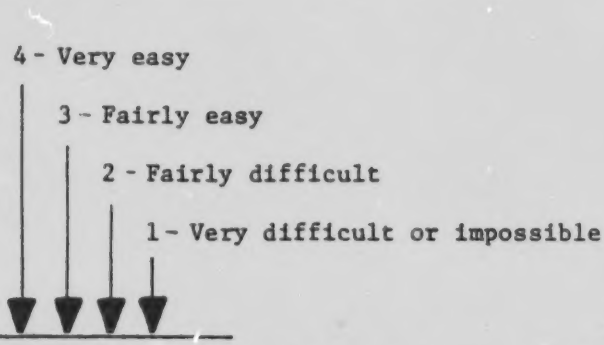
(597) Capacity to Take/Create Unusual Courses

097A19	4	3	2	1	39-1.	Take a course with students at least a grade ahead of you (older)
098A19					40-2.	Get into the same course where all your friends are
099A19					41-3.	Take a course which is mostly taken by students of the opposite sex
398B19					40-2.	Take a course by choice with students at least a grade younger than yourself
399B19					41-3.	Take a course that your parents don't want you to take

Composite Variable (595): School Flexibility w.r.t. Selection

Subscales

(598) Flexibility of the Selection Rules



100A19	4 3 2 1	42-4.	Not have to take a course if you can show that you know all the material which will be covered. For example, get credit for the course if you pass an exam, rather than taking the whole course
104A19		46-8.	Have a new section of a course created if enough students want it
105A19		47-9.	Voluntarily take a course over again if you once fail it (or do very poorly in it)
400B19		42-4.	Not have to take a course over again if you once fail it
402B19		44-6.	Repeat just the <u>part</u> of a course you had trouble with or need to improve in
403B19		45-7.	Switch to a different course in the same subject if the course you're in now seems either too easy or too hard
404B19		46-8.	Switch to a different subject once the course has started if the course seems uninteresting
405B19		47-9.	Create a new course if enough students want it

(599) Factors a Student Can Select About Class

101A19	4 3 2 1	43-5.	Choose exactly the teacher you want in each course
102A19		44-6.	Choose the content and the kind of teaching that interests you in a course
401B19		43-5.	Participate in some useful out-of-school work activity during school time and get credit for it

Composite Variable (605): How Characteristics of Students Affect Selection

Subscales

(606) Inequitability in Selection Due to Associations

1 - Easier - This would make it easier for the student to get in

2 - No Difference - This would make no difference on the chances of the student getting in

3 - Harder - This would make it harder for the student to get in

092A18	1	2	3	34-2.	If the student's parents were better known in the community
093A18				35-3.	If the student's older brothers or sisters had done well in school
394B18				36-4.	If the student's friends were well-regarded by the staff in the school, rather than not well-regarded
396B18				38-6.	If the student's parents were wealthy, rather than poor

(607) Inequitability in Selection Due to Student's Attitude, Personality

095A18	1	2	3	37-5.	If the student were well known in school
* 096A18				38-6.	If the student tended to upset and antagonize people, rather than get along well with them
395B18				37-5.	If the student had a more adult attitude about school, rather than a childish one

(608) Inequitability in Selection Due to Age, Performance

* 091A18	1	2	3	33-1.	If the student were younger (freshman or sophomore) rather than older (junior or senior)
* 094A18				36-4.	If the student's grades were pretty low, rather than pretty high

(609) Inequitability in Selection Due to Ascriptive Characteristics

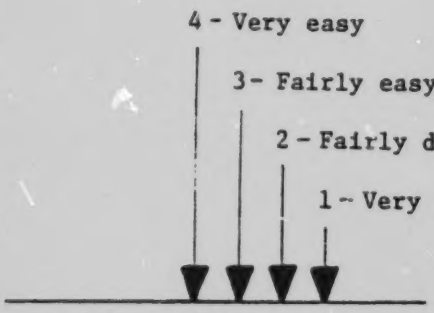
391B18	1	2	3	33-1.	If the student were a boy rather than a girl
* 392B18				34-2.	If the student were non-white rather than white
* 393B18				35-3.	If the student were one of the less intelligent students in the school, rather than one of the more intelligent

* Means Reverse the Scores

Composite Variable (610): Ease of Switching Courses

Subscales

(611) Ease of Switching, Job Related Reasons



110A20	52-5.	I want to leave school earlier in the day to get a job
411B20	53-6.	Another course would better prepare me for the type of occupation I eventually want to have

(612) Ease of Switching, Personality

106A20	48-1.	Can't get along with other students
406B20	48-1.	Personality conflict with teacher

(613) Ease of Switching, Interest

109A20	51-4.	Another course seems more interesting
409B20	51-4.	Dislike the subject
410B20	52-5.	My friends are in another course

(614) Ease of Switching, Nature of Course Work

107A20	49-2.	Course is too easy
108A20	50-3.	Too much work required, even though I'm doing well in the course
407B20	49-2.	Failing or nearly failing course
408B20	50-3.	The teacher is not doing a very good job of teaching the course

(615) Ease of Switching, Parental Objections

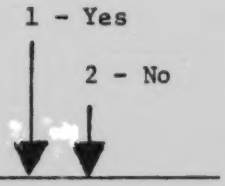
111A20	53-6.	My parents are upset with some of the things we've been studying

Composite Variable (600): Students Talked Out of Taking Courses

Have you ever wanted to take a course but been talked out of it?

114A22		56-1.	Yes
		2.	No
419B22	1(Yes) 2(No)	61-5.	I was talked out of taking the course I wanted

Composite Variable (616): Who Talks Students Out of Classes They Want



115A22	1 2	57-1.	Parents
116A22		58-2.	Friend
117A22		59-3.	Principal or Vice-Principal
118A22		60-4.	Teacher
119A22		61-5.	Counselor
120A22		62-6.	Other (Explain)

Composite Variable (617): Reasons for a Student Not Taking a Course He/She Wanted

415B22	1 2	57-1.	I couldn't schedule what I wanted
416B22		58-2.	I didn't have the prerequisites for the course
417B22		59-3.	The course was full by the time my name came up
418B22		60-4.	I was denied permission to take the course I wanted

Composite Variable (618): Which Arguments Were Used to Convince a Student Not to Take a Course

1 Very convincing

2 Somewhat convincing

3 Not convincing

4 Not used

121A22	1	2	3	4	63-1.	I would do poorly in the course
122A22					64-2.	It wouldn't help me be what I wanted to be
123A22					65-3.	The teacher dislikes people like me
124A22					66-4.	People like me generally don't take this kind of course
125A22					67-5.	The teacher is not a good teacher
126A22					68-6.	The course is not a good course

Composite Variable (619): How Did Outside Groups Affect Whether a Student Got Into a Class

3 Made the decision, or had to approve the decision, for me to take the course

2 Gave me advice about whether or not to take this course

1 Had no influence (or I don't know of any)

420B22	3	2	1	62-1.	The teacher of this class
421B22				63-2.	Principal or Vice-Principal
422B22				64-3.	Guidance Counselors
423B22				65-4.	Other Students
424B22				66-5.	Parents
425B22				67-6.	Other Teachers
426B22				68-7.	Other Adults

Composite Variable (620): Ipsitive Grading (Combined)

127A23 & 427B23	69-1.	The teacher expects everyone to do their best in this class; even if you aren't very smart you will get a high grade as long as you do the best work you possibly can
	2.	Only the students who do the best work in the class will get high grades, even if they don't have to try very hard to do their work

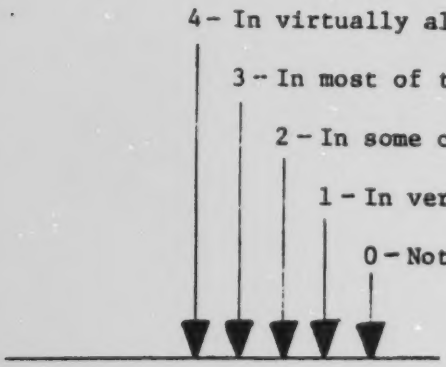
Composite Variable (621): Normative Grading (Combined)

128A23 & 428B23	70-1.	The teacher "grades on a curve" in this class so that a certain percentage of students will get high grades, a certain percentage will get low grades, and most students will get about average grades
	2.	The teacher doesn't "grade on a curve" in this class. Everyone who does good work will get a good grade, and if no one does poorly there will be no low grades

Composite Variable (622): Criterion Referenced Grading (Combined)

129A23 & 429B23	71-1.	The teacher grades students only on how well they learn the course material; it doesn't matter how hard a student tries or whether other students do better or worse than he/she does. Everyone who learns the course material will get a high grade
	2.	The teacher doesn't <u>just</u> grade on how well students learn the course material. The teacher also takes into account how hard the student works, and whether other students did better or worse

Composite Variable (625): Centralized Control of Methods of Evaluation


4 - In virtually all the classrooms in the school
3 - In most of the classrooms, but not all
2 - In some classrooms
1 - In very few classrooms
0 - Not used at all

430B24	4	3	2	1	0	72-1.	The principal or the School Board determine the method of evaluation. Teachers have no choice
432B24						74-3.	All the courses of one type use one method and all the courses of other types use other methods, regardless of who the teacher happens to be (e.g., all shop courses use letter grades, all academic electives use "pass-fail")

Composite Variable (626): Strong Student Control of Methods of Evaluation

434B24	4	3	2	1	0	76-5.	Students can decide by themselves how they want to be evaluated in a particular course
435B24						77-6.	Students can decide by themselves how they want to be evaluated in a particular course as long as their parents approve

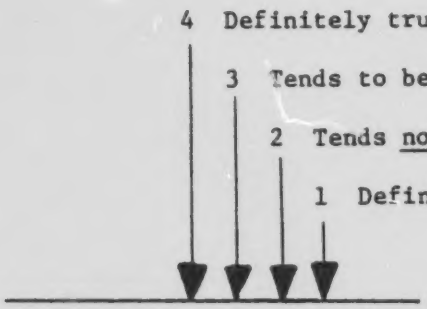
Composite Variable (627): Teacher Decides Method of Evaluation for Whole Class

431B24	4	3	2	1	0	73-2.	Teachers decide which method of evaluation will be used for all students in their class

Composite Variable (628): Students and Teacher Decide Together on Method of Evaluation

433B24	4	3	2	1	0	75-4.	The students and teacher in each class decide together which method will be used for the entire class

Composite Variable (630): Explicitness of Evaluation

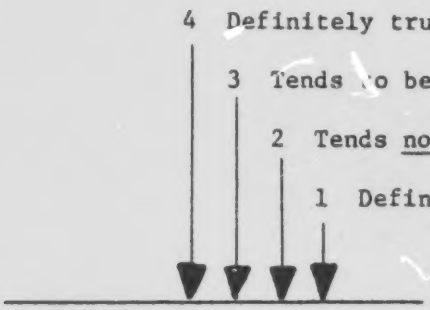


027A07	4 3 2 1	38-1. At the beginning of this course, the teacher made it clear that we would have to be able to perform a certain number of tasks in order to pass
327B07		38-1. Students know in advance what they have to do in order to show that they have mastered a skill

Composite Variable (635): Formativeness of Evaluation

029A07	4 3 2 1	40-3. The teacher usually checks student progress while they are working on an assignment, instead of just waiting until they turn it in to see how they did
031A07		42-5. If a student does poorly on a test or assignment, the student is given a chance to learn the material before he/she begins work on the next unit
329B07		40-3. Whenever we start a new unit of work, the teacher gives us a "test" so students can find out what they already know, and what they still have to learn
331B07		42-5. When students' work is evaluated in this class, the teacher uses the results to help each student find out what he/she hasn't learned

Composite Variable (640): Time-Boundedness of Evaluation



028A07	4	3	2	1	39-2.	Every task assigned has to be done within a specified amount of time
* 034A07					45-8.	Students are required to take a test or complete an assignment or project, but each student decides when to complete it
328B07					39-2.	Students are required to take a test or complete an assignment or project by a certain date. No extensions are granted
* 334B07					45-8.	If students feel they need it, they can usually get additional time to complete a piece of work

Composite Variable (645): Performance-Basedness of Evaluation

032A07	4	3	2	1	43-6.	The important thing in this class is that a student can show he has learned something, not how long it takes him to learn
332B07					43-6.	Students can go about learning the course material in whatever way is best for them, what matters is that they learn the material, not how they do it

* Means Reverse the Scores

EVALUATION/CERTIFICATION

Composite Variable (647): Classroom Control vs. Out-of-Classroom Control of Evaluation

136A25

78-1. The teacher makes a final decision without consulting the student

2. The teacher explains to the student the overall evaluation of the student's work for the course before the decision is made final. This allows for some modification if appropriate

3. The teacher and the student both make tentative decisions about what the student's final evaluation should be. Then they discuss the matter until they agree

4. The student makes the final decision without consulting the teacher

5. The decision is made by experts outside the class

6. The decision is made by a panel of other students in the class

7. The decision is made by a group of teachers in the school

Composite Variable (648): Teacher Control of Evaluation

436B25

78-1. The teacher decides, and the decision holds for the whole class

2. The teacher decides, but the decision is often different for different students

3. The teacher and the students negotiate the amount and quality of the work to be done by the members of the class

4. The teacher and each student draw up an agreement or contract for the student

5. The students decide among themselves, and the decision holds for everyone

6. Each student decides for himself what he/she will do

7. The decision is made outside the class. Neither the teacher nor the students have the power to change what is decided

Composite Variable (649): Student Influence on Evaluation

443B26

16-1. No one really decided; this is the only way things are done in this school

2. The teacher decided this is the kind of evaluation every student in the class would receive

3. The teacher and students discussed this at the beginning of the class and decided on this kind of evaluation together

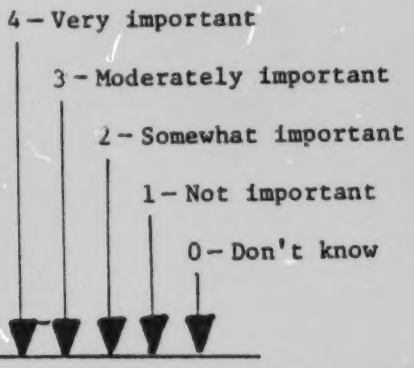
4. I decided by myself that this is the kind of evaluation I want in this class; other students in the class may be receiving different kinds of evaluation

5. I decided with my parents what kind of evaluation I would get in this class; they had to approve my choice before it would be acceptable to the school (teacher)

Composite Variable (650): Importance of Various Kinds of Information in Determining a Final Evaluation

Subscales

(651) Importance of Assignments in Final Evaluation



145A27	4	3	2	1	0	18-2.	Quantity of the student's written homework
146A27						19-3.	Quality of the student's special projects --research reports, term papers, etc.
444B27						17-1.	Quality of the student's written classwork
447B27						20-4.	Quality of the student's written homework

(652) Importance of Class Participation in Final Evaluation

144A27	4	3	2	1	0	17-1.	Quantity of the student's oral participation
446B27						19-3.	Quality of the student's oral participation

(653) Importance of Exams in Final Evaluation

152A27	4	3	2	1	0	25-9.	Scores on school-wide tests
445B27						18-2.	Grades on tests the teacher makes up
452B27						25-9.	Scores on department-wide tests

(654) Importance of Non-Performance Criteria in Final Evaluation

147A27	4	3	2	1	0	20-4.	How well the student gets along with the teacher
148A27						21-5.	How the student behaves in class
149A27						22-6.	How hard the student tries to learn the material
150A27						23-7.	The student's previous record in school
151A27						24-8.	What the student thinks he/she deserves
449B27						22-6.	The student's willingness to help other students
450B27						23-7.	The student's attitude toward this class
451B27						24-8.	How popular or important the student is in school

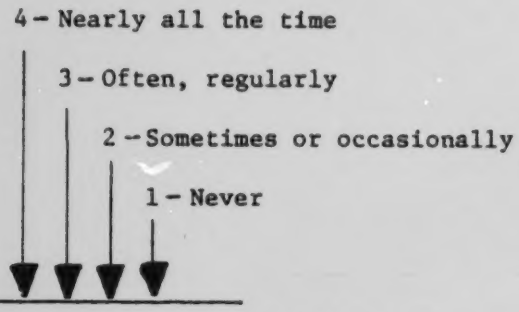
(955) Importance of Mastery Criteria

448B27	4	3	2	1	0	21-5.	Demonstrated mastery of specific skills by the student

Composite Variable (655): Methods of Communicating an Evaluation to a Student

Subscales

(656) Use of Public, General Methods for Communicating an Evaluation



139A26	4 3 2 1	12-3.	Grades or rank in class posted in class
142A26		15-6.	Each student's grade is read aloud for the class

(657) Use of Public, Specific Methods for Communicating an Evaluation

140A27	4 3 2 1	13-4.	Examples of good or bad work distributed to class
143A27		16-7.	The strengths and weaknesses of a student's work are discussed in front of the whole class

(658) Use of Anonymous, Specific Methods for Communicating an Evaluation

138A27	4 3 2 1	80-2.	Comments or suggestions written on work
141A27		14-5.	Individual conferences, in private, where the quality of the student's work is discussed

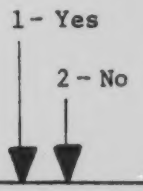
(659) Use of Anonymous, General Methods for Communicating an Evaluation

137A27	4 3 2 1	79-1.	Grades written on homework

Composite Variable (660): Variety of School/Class Grading Options--Typology

Subscales

(661) Use of Pass/Fail Grading Options for a Class



439B26	1 2	12-3.	A grade of either "pass" or "fail"
440B26		13-4.	A record of either "pass" or "credit", or "no credit"

(662) Use of Grades in Grading Options for a Class

437B26	1 2	79-1.	A letter grade
438B26	1 2	80-2.	A number grade

(663) Use of Competency Certificates

441B26	1 2	14-5.	A record or certificate of "competency" for each skill you have mastered

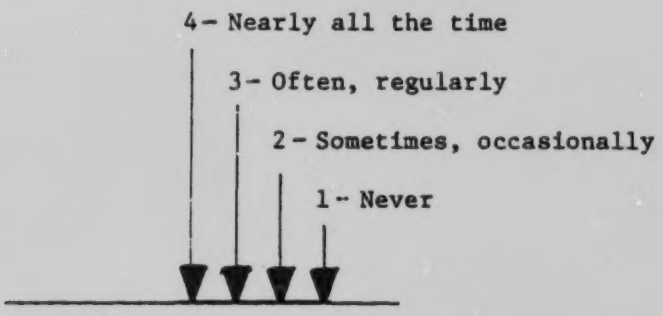
(664) Use of Written, Subjective Evaluation

442B26	1 2	15-6.	Written evaluation from the teacher

Composite Variable (665): Who Does the Evaluating

Subscales

(666) Use of Agents Outside Classroom in Doing Evaluation



132A24	4 3 2 1	74-3. A person or persons outside the school who is an expert in the work the student has done
133A24		75-4. A panel of people from the school

(667) Use of Other Students or the Student in Doing Evaluation

130A24	4 3 2 1	72-1. Other students in the class
134A24		76-5. The student himself/herself

Composite Variable (668): Use of Teacher in Doing Evaluation

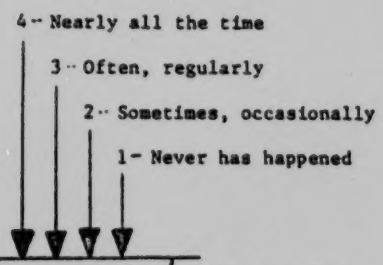
131A24	4 3 2 1	73-2. The teacher

Composite Variable (669): Use of Parents in Doing Evaluation

135A24	4 3 2 1	77-6. Parents

Composite Variable (670): Index of Variety of Instructional Approaches

Subscale (671) Use of Non-Traditional Instructional Approaches



153A28	4 3 2 1	26-1. Working in class on your own independent project
157A28		30-5. Experiencing or practicing adult behaviors in class (pretending to be interviewing for a job, role playing a Civil War general)
158A28		31-6. Using computer terminals, tape recorders, television, film projectors, or other available machines
457B28		30-5. Gathering information from people or places in the community other than the library (interviewing someone, visiting an exhibit, attending a public meeting)
458B28		31-6. Experiencing adult activities in the community (working for a company, being a volunteer in an organization)
** 155A28		28-3. Having class field trips (visiting a museum, a factory)
** 456B28		29-4. Having guest speaker come to class (talk by someone from the Chamber of Commerce)

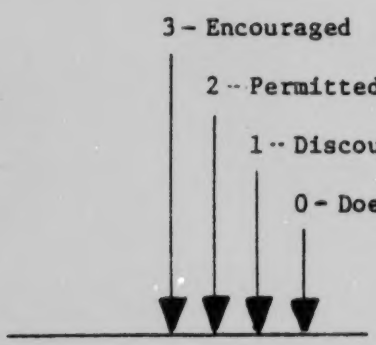
Other Items in (670)

154A28	4 3 2 1	27-2. Having the teacher lead the instruction (lecture, total class discussion)
+ 155A28	4 3 2 1	28-3. Having class field trips (visiting a museum, a factory)
156A28	4 3 2 1	29-4. Doing homework assignments outside class (answering questions, reading books or articles, making an exhibit or a poster)
453B28	4 3 2 1	26-1. Working in class alone on work the teacher assigns
454B28	4 3 2 1	27-2. Working in class in a small group of students on a group activity or assignment (discussions, committee work)
455B28	4 3 2 1	28-3. Having one student lead a learning activity during class time (giving a report, acting as teacher)
+ 456B28	4 3 2 1	29-4. Having guest speaker come to class (talk by someone from the Chamber of Commerce)

** Means include in this scale if response is 3 or 4; do not include if response is 1 or 2

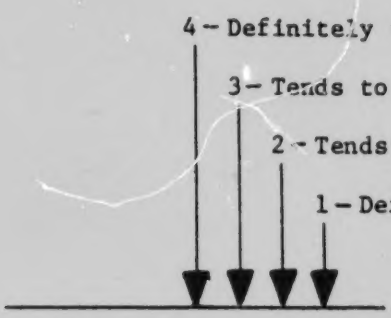
+ Means include in this scale if response is 1 or 2; do not include if response is 3 or 4

Composite Variable (675): Index of Freedom to Challenge the Teacher


3 - Encouraged (the teacher really wants students to do it)
2 - Permitted (the teacher allows this to happen, but doesn't encourage it)
1 - Discouraged (the teacher doesn't like this to happen, gets upset if it does)
0 - Does not apply to this class

159A29	3 2 1 0	32-1.	Students stating an opinion of course material that differs from the textbook
160A29		33-2.	Students raising questions about the way the teacher assigns grades
161A29		34-3.	Students questioning the way the topic is being taught
162A29		35-4.	Students raising questions about the kinds of homework assignments
459B29		32-1.	Students stating an opinion of course material that differs from the teacher
460B29		33-2.	Students raising questions about the teacher's rules for class behavior
461B29		34-3.	Students raising questions about why they are studying a certain topic
462B29		35-4.	Students raising questions about the amount of homework assigned

Composite Variable (680): Index of Student Influence on Instruction

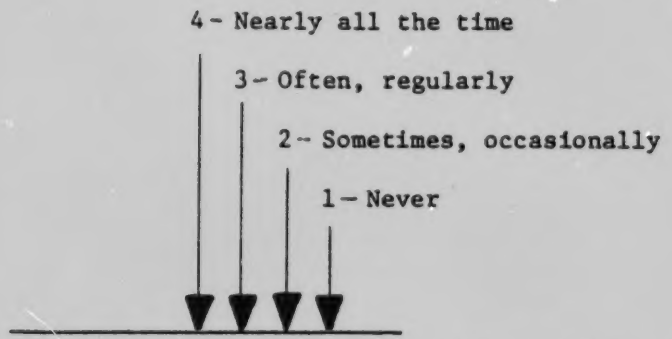


030A07	41-4.	The students can influence what particular aspects of the subject they want to study
033A07	44-7.	The students can influence where (in what kind of physical surroundings) they will do the work for the course
035A07	46-9.	The students can influence by when they will have learned something for the course
330B07	41-4.	The students can influence when they will study for this class, and when they will do something else
333B07	44-7.	The students can influence how they will go about learning the subject matter of the course
335B07	46-9.	The student can influence the kind of materials used in this class

Composite Variable (685): Index of Affective Level of the Class

Subscales

(686) Emphasis on Personal Values



469B31	4 3 2 1	42.2 Follow through on something you said you would do
170A31		43-3. Pursue things of importance to you, even if others think them unimportant
470B31		43-3. Identify the things in life that are important for you
471B31		44-4. Know clearly your own values and ethics

(687) Emphasis on Choice and the Values of Others

468B31	4 3 2 1	41-1. Consider something from more than one point of view
168A31		41-1. Be tolerant of people who are different
169A31		42-2. Alter your opinions when new facts contradict them
171A31		44-4. Choose the best alternative available even if none of them is ideal

Composite Variable (690): Index of Cognitive Level of the Class

Subscales

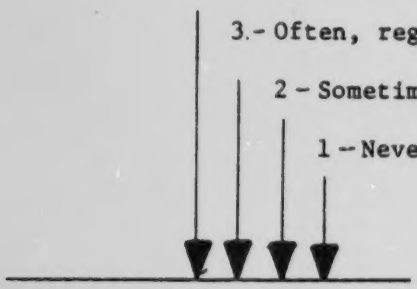
(691) High Level Cognitive Content of the Class

4 - Nearly all the time

3 - Often, regularly

2 - Sometimes or occasionally

1 - Never has happened



163A30	4	3	2	1	36-1	Predict what would happen and explain why you think it would happen if something specific occurs (e.g., if the South had won the war; if a depression put thousands of people out of work today)
164A30					37-2.	Based on specific standards or evidence, tell why you did or did not like something (e.g., a book you read)
463B30					36-1.	Tell how an expert in the field would go about solving a problem (e.g., how a TV repairman identifies what's wrong with the TV set)
464B30					37-2.	Apply skills or ideas learned in one situation to another, different situation (e.g., applying something you learned in history to current events; applying principles of electricity to house wiring)
465B30					38-3.	Analyze the techniques people use to get you to believe something (e.g., analyze a policital speech or an advertisement for various office machines)

(692) Low Level Cognitive Content of the Class

165A30	4	3	2	1	38-3.	Recall specific facts or ideas from memory
166A30					39-4.	Describe the historical development of some aspect of the subject (e.g., improvements in the internal combustion engine since World War II; changes in the concept of "Civil Rights" since 1955, etc.)
167A30					40-5.	Lay out a plan for getting something done (e.g., turn in an outline for a term project; list the steps to be followed in repairing a punctured tire)
466B30					39-4.	State a problem in your own words
467B30					40-5.	Define technical terms (e.g., congruent, iambic pentameter, ledger, solenoid)

Composite Variable (695): Students Making School Rules

081A14 21. In this school, how many of the rules do students help make?

23-1. All

2. Most

3. Some

4. None

Composite Variable (696): Students Making Classroom Rules

381B14 21. In this class, how many of the rules do students help make?

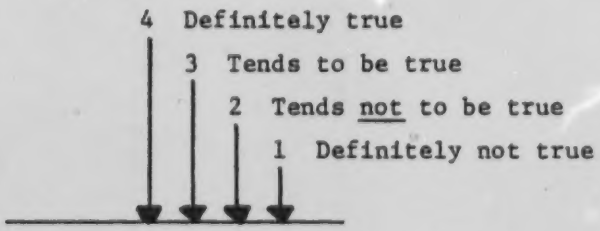
23-1. All

2. Most

3. Some

4. None

Composite Variable (698): Student Opportunities to Improve Grade



036A07 4 3 2 1 47-10. If we do not do well in a course, there are opportunities to improve the grade later on, after the course is over

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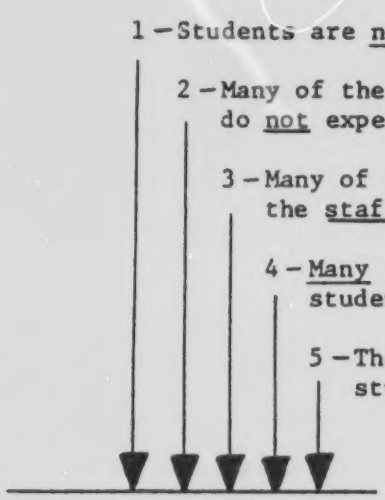
Composite Variable (699): Determination of Final Grade

336B07 4 3 2 1 47-10. Regardless of how many things we do, the final grade (or whether or not we get credit) is usually determined by only one thing (such as, a test at the end of the term)

Composite Variable (701): Socialization: Teacher Discretion in Making Up or Enforcing Rules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5 – There is so much encouragement and pressure to believe this that students never say they believe anything different

184A33	57-13.	The staff should have the right to make up whatever rules they want
187A33	60-16.	The staff should be able to discipline students and not have their decisions questioned by the students

Composite Variable (702): Socialization: Student Internalization of Rules

190A33	63-19.	There is something wrong with students who don't obey rules
192A33	65-21.	Students should feel guilty when they break a rule, even if they get away with it
503B35	76-11.	Students should discourage other students from breaking rules

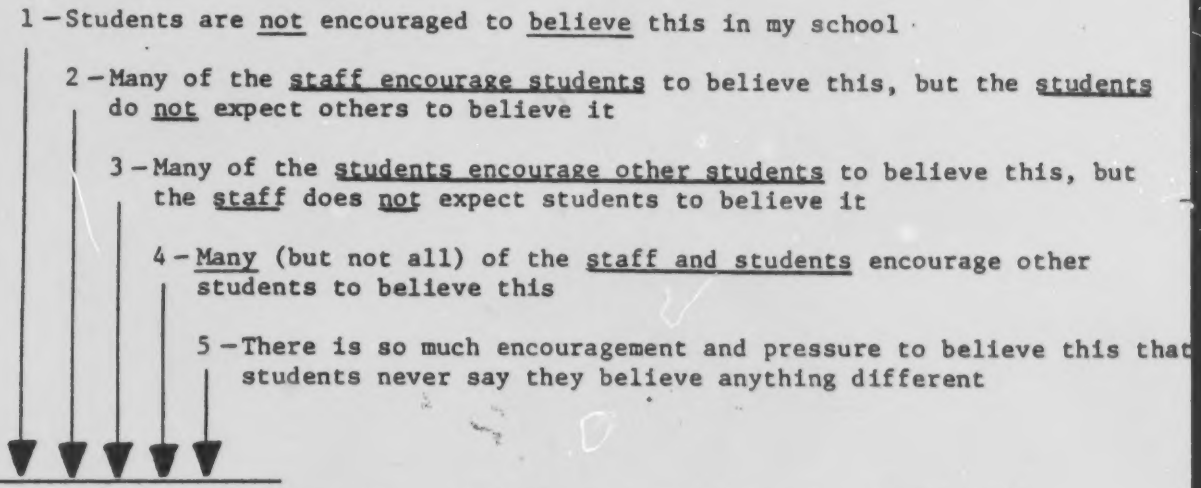
Composite Variable (703): Socialization: Pervasiveness of Control

204A35	77-12.	Students ought to ask permission to do anything in this school, even though they know it's O.K. and will be allowed
504B35	77-12.	Students ought to obey the rules even though there is no one around to catch them if they don't

Composite Variable (704): Socialization: Clarity of the Rules on Actions Receiving Punishment

201A35	74-9.	Students ought to know what the rules are in the school
500B35	73-8.	Students ought to know what is not allowed in their school

Composite Variable (705): Socialization: Obedience to Rules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202A35	1	2	3	4	5	75-10.	Students ought to obey any rule that the school has

Composite Variable (706): Socialization: Student Influence on the Rules

203A35	1	2	3	4	5	76-11.	Students ought to be involved in making up the rules which affect them
501B35						74-9.	Students ought to try to change school rules that they don't think are fair or right

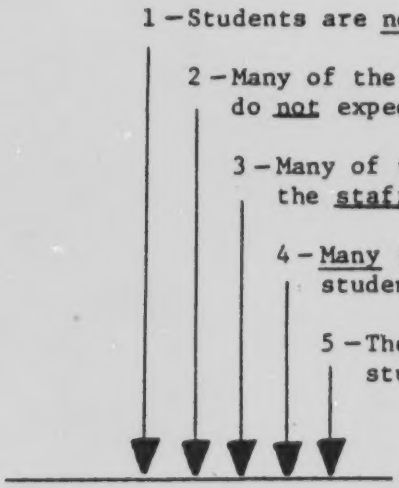
Composite Variable (707): Socialization: Extent of the Rules

172A32	1	2	3	4	5	45-1.	The school should have rules that cover almost all aspects of a student's behavior
* 472B32						45-1.	The school rules should be limited to those which are necessary to help students
* 477B32						50-6.	A student's personal appearance and dress ought to be entirely his/her choice

Composite Variable (708): Socialization: Equity of Enforcement

482B33	1	2	3	4	5	55-11.	All students who break the same rule should receive the same punishment
* 177A32						50-6.	Students who break the same rule should have their punishments adjusted if their case has special circumstances
* 486B33						59-15.	Students who are a credit to the school should receive a lighter punishment than usual if they break a rule

Composite Variable (709): Socialization: Due Process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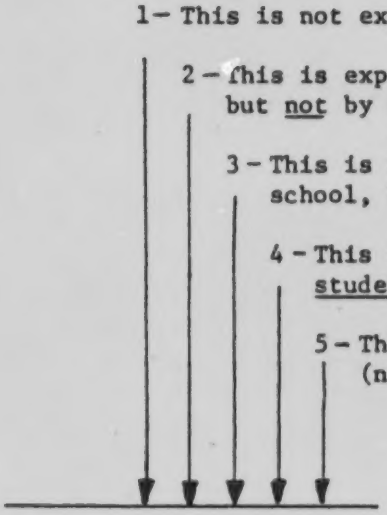
181A32	1	2	3	4	5	54-10.	Students who are accused of something should be considered innocent and not punished until proven guilty
502B35						75-10.	Students should appeal any punishment if they think they are innocent

SOCIALIZATION W.R.T. SELECTION

Composite Variable (721): Socialization: Student Control Over Selection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4 - This is expected or rewarded by many of the staff and students in my school
5 - This is expected or rewarded by everyone in this school (no one ever questions it)

205A35	1 2 3 4 5	78-13.	Students should decide what courses they want to take and when to take them
* 505B35		78-13.	Students always ought to take the courses the school staff tells them to take

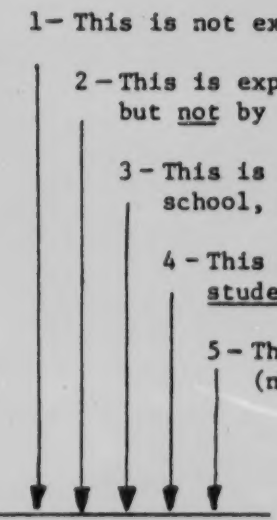
Composite Variable (722): Socialization: Student Influence Over Offerings

206A35	1 2 3 4 5	79-14.	Students should try to get the school to offer the courses they want to take

Composite Variable (723): Socialization: Factors That Affect Selection

* 176A32	1 2 3 4 5	49-5.	If more students than can be handled sign up for a course, the selection of students for the course should be done at random
180A32		53-9.	If more students than can be handled sign up for a course, the teacher ought to be able to pick the students he/she wants
476B32		49-5.	If more students than can be handled sign up for a course, those with better grades should get preference
481B32		54-10.	If more students than can be handled sign up for a course, new sections of the course should be created to handle the demand
* 485B33		58-14.	All students should have the same chance to take the courses they want, regardless of who they are or what kind of record they have in school

Composite Variable (724): Socialization: Switching Courses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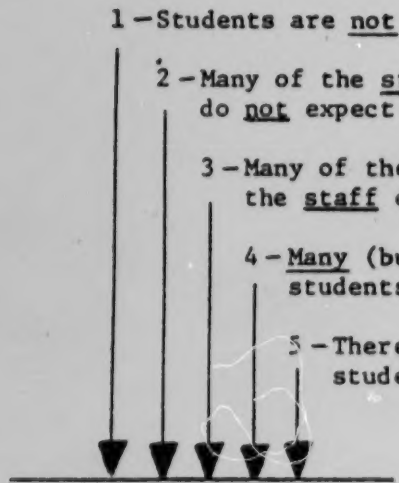
*	207A35	1	2	3	4	5	80-15. Once a student begins a class, he/she should stick to it and not try to switch to another, even if he/she is not satisfied
	506B35						79-14. Students ought to try to switch out of a class before it is over if they think they have a good reason

Composite Variable (730): Socialization: Performance-Basedness of Evaluation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* 175A32 1 2 3 4 5	48-4.	A student's grade should depend on how well the student behaves in class
480B32	53-9.	The only thing that should determine a student's grade in a course is how much he/she can show he/she can do

Composite Variable (731): Socialization: Importance of Performance Outcomes

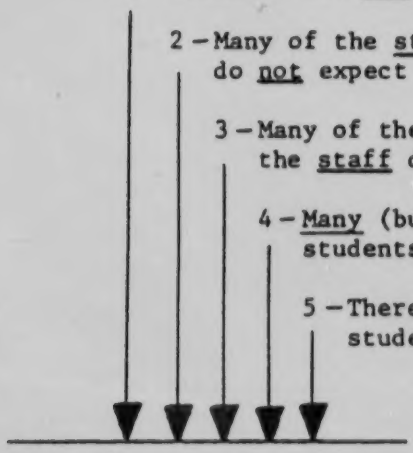
* 173A32 1 2 3 4 5	46-2.	A student should receive course grades on his/her overall qualities as a person, not just on how well he/she does school work
479B32	52-8.	A student's grade should depend on how well he/she does the homework
179A32	52-8.	A student's grade should depend on how much he/she participates in classroom discussion

Composite Variable (732): Socialization: Importance of Attitude in Evaluation/Certification

174A32 1 2 3 4 5	47-3.	A student's grade should depend on how well the student behaves in class
474B32	47-3.	A student's grade should depend on how well he/she gets along with the teacher

SOCIALIZATION W.R.T. EVALUATION/CERTIFICATION

Composite Variable (733): Socialization: Quantity of Information in Evaluation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183A33	1	2	3	4	5	56-12.	The evaluation of a student's work by the teacher should always show the student what the strengths and weaknesses of it are
* 484B33						57-13.	Evaluations ought to merely indicate whether the student did well or not

Composite Variable (734): Socialization: Time-Boundedness of Evaluation

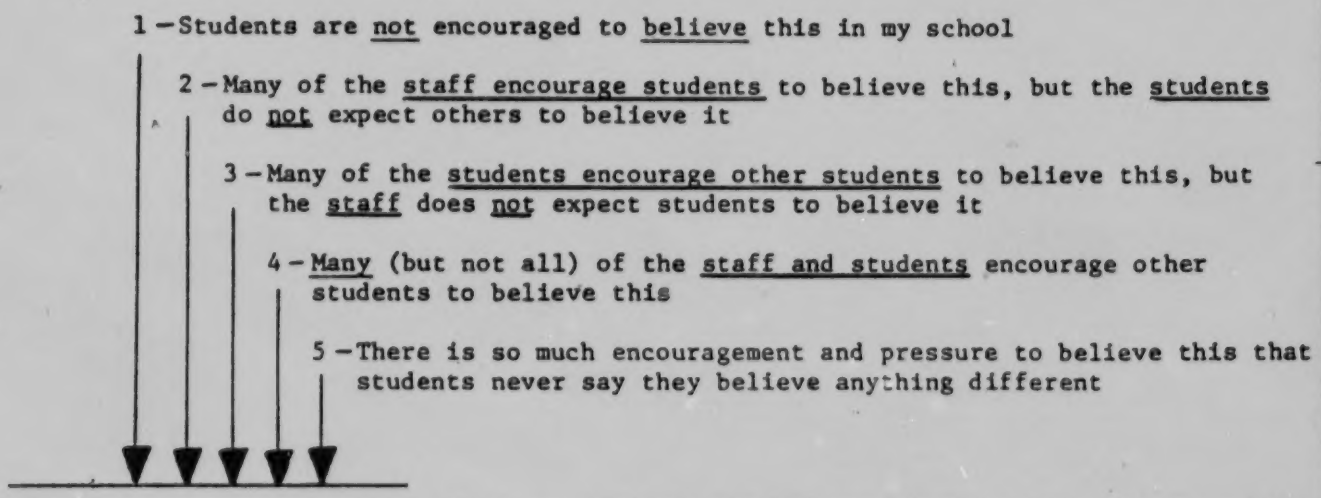
186A33	1	2	3	4	5	59-15.	All students should complete an assignment or piece of work by the same time
* 488B33						61-17.	A student should be able to take as much time as he/she needs to learn material or complete a project

Composite Variable (735): Socialization: Teacher Control of Evaluation

490B33	1	2	3	4	5	63-19.	Only the teacher should decide how much a student needs to learn
* 189A33						62-18.	Students should have a say in deciding what and how much they need to learn in order to get a particular grade or course credit
492B33						65-21.	Only the teacher should decide what a student's final grade is; the student shouldn't have anything to say about it
178A32						51-7.	Only the teacher should evaluate a student's work
* 487B33						60-16.	A student should be able to decide what kind of evaluation he/she will receive at the end of a course or unit of study
473B32						46-2.	Teachers ought to grade students on whatever basis they wish

SOCIALIZATION W.R.T. EVALUATION/CERTIFICATION

Composite Variable (736): Socialization: Type of Grading Standard Used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5 – There is so much encouragement and pressure to believe this that students never say they believe anything different

478B32 1 2 3 4 5	51-7.	Students who try very hard to learn the material should get a high grade, even if their work isn't all that great
483B33	56-12.	If everyone does poorly in a class, the grades should be adjusted so that those who did best get "A's"
182A33	55-11.	Students should get high grades if they learn the course material, regardless of how everyone else does

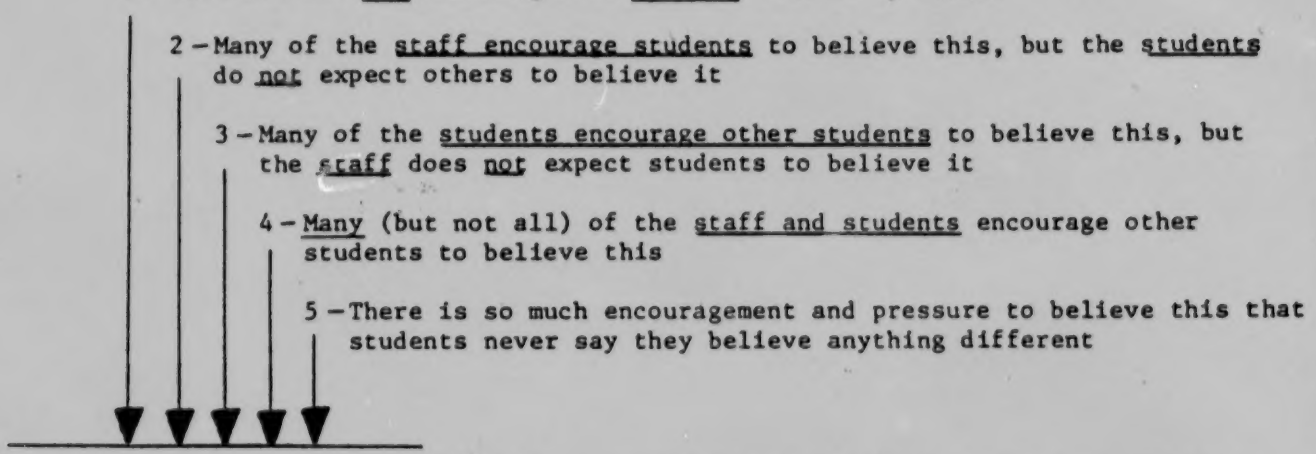
Composite Variable (737): Socialization: Permanence of Evaluation

185A33 1 2 3 4 5	58-14.	If a student does poorly in a course, he/she should have another chance to improve his/her grade
475B32	48-4.	If a student does poorly on a test or assignment, he/she should have another chance to learn the material before he/she goes on to the next unit

Composite Variable (738): Socialization: Explicitness of Evaluation Criteria

188A33 1 2 3 4 5	61-17.	Students should be informed at the beginning of the course exactly what they have to do in order to get a certain grade
489B33	62-18.	Teachers should explain how they determine the grades for the students in a course

Composite Variable (739): Socialization: Formativeness of Evaluation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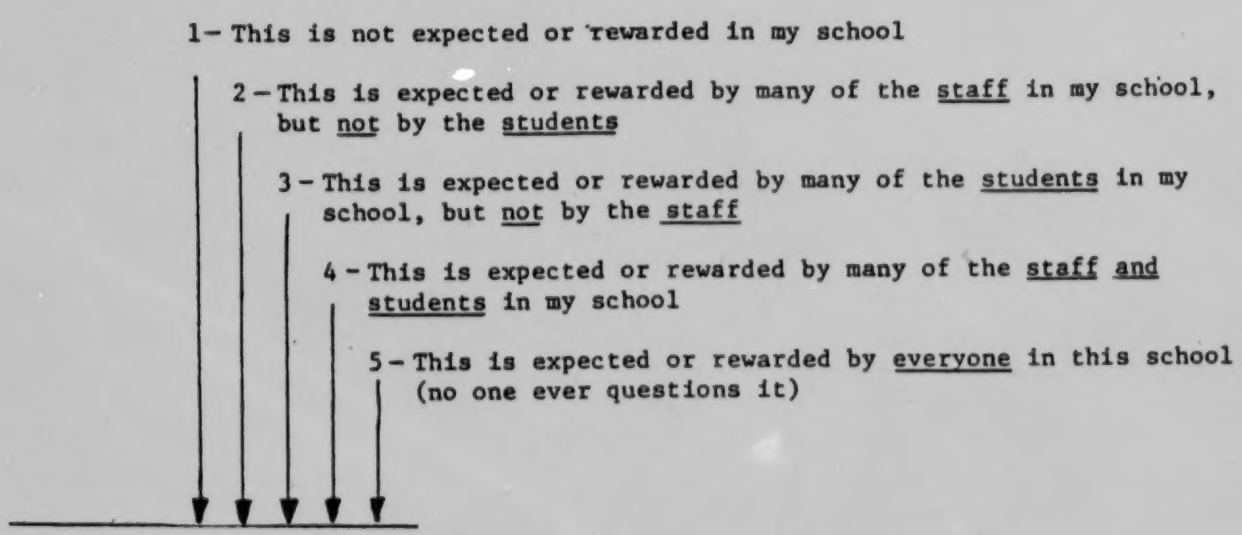
191A33	1	2	3	4	5	64-20.	Evaluations of students' performance should be used to help them find out what they haven't learned
491B33						64-20.	Teachers should use the evaluations of their students' work in planning how to correct any problems students had

Composite Variable (740): Socialization: Cognitive Level of Class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193A34	1	2	3	4	5	66-1.	Students ought to do a lot of memorizing
493B34						66-1.	Students ought to learn to restate things they've learned into their own words
194A34						67-2.	Students ought to form an intelligent, well-justified opinion about something studied
494B34						67-2.	Students should develop the ability to apply something learned in one situation to a new and different situation

Composite Variable (741): Socialization: Challenging the Teacher

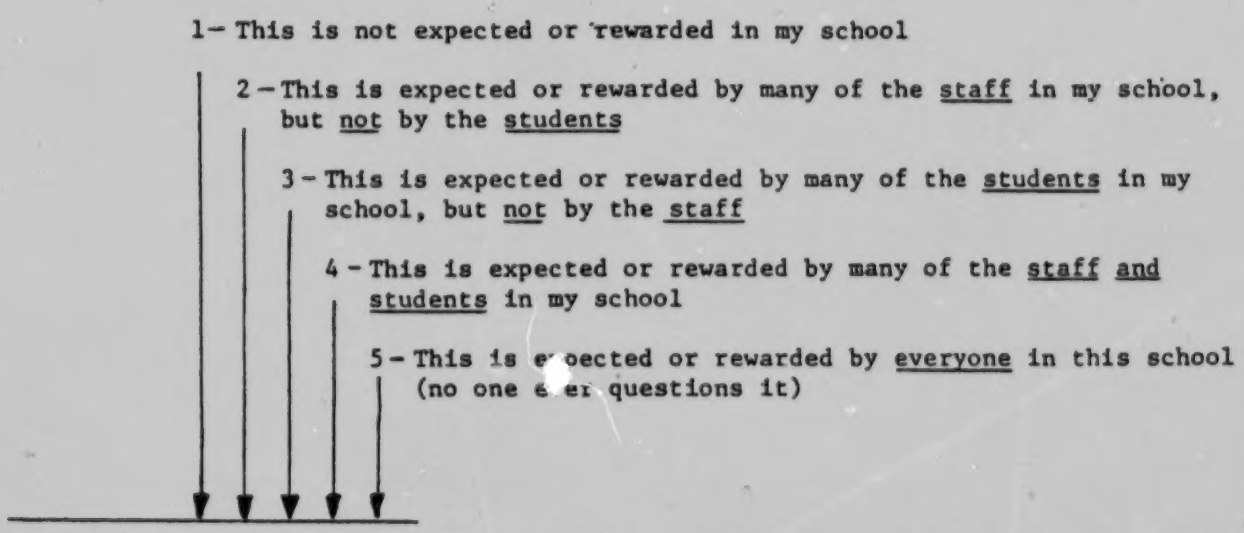
195A34	1	2	3	4	5	68-3.	Students ought to accept the teacher's opinion as better than their own
495B34						68-3.	Students should not question the teacher's authority
196A34						69-4.	Students should be willing to study whatever topic the teacher wants them to study

Composite Variable (742): Socialization: Affective Level of Class

197A34	1	2	3	4	5	70-5.	Students should learn to consider things from many points of view
496B34						69-4.	Students ought to pursue what is important to them, even if others think those things unimportant

SOCIALIZATION W.R.T. INSTRUCTION

Composite Variable (743): Socialization: Student Influence on Instruction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198A34	1	2	3	4	5	71-6.	Students should try to influence how they will study things in a particular course
497B34						70-5.	Students should try to influence what they study in a particular course

Composite Variable (744): Socialization: Variety of Instructional Approaches

498B34	1	2	3	4	5	71-6.	All students ought to be doing the same activity during class time
199A34						72-7.	Students should learn by doing the same kind of class activities day after day

Composite Variable (745): Socialization: Non-Traditionalism in Instruction

200A34	1	2	3	4	5	73-8.	Students ought to learn through experiencing, not just through reading or being told
499B34						72-7.	Students ought to direct their own learning, not just do what the teacher wants

CHAPTER III

THE SECOND TEST OF THE INSTRUMENT

THE SECOND (SPRING) TEST OF THE INSTRUMENT FOR MEASURING FIVE FUNCTIONS OF SCHOOLING

Introduction

The spring test demonstrated that mechanically the questionnaire was fine. Students could read the questions and respond appropriately. Some items caused problems. These were captured by teachers marking them on master copies of the instrument, and revisions to these items were easily made.

The major difficulty was one of length. Only approximately 75% of the students could complete the questionnaire within 45 minutes, the common length of high school periods. This was anticipated, as in draft stage it was best to have more items than would ultimately be used. The focus of the data analysis described in this Appendix has been to decide which items to eliminate.

Data processing money was very limited - less than $1000. The size of the data file - 208 item-variables per student (416 on Form A and Form B combined), and an additional 130 composite variables (combinations of items) per student - on six schools, eight classrooms per school, and 760 students made any analysis expensive. And certain analyses had to be run to provide reports to the cooperating schools, fulfilling part of the agreement by which their cooperation was secured, but contributing less to the revision of the instrument than some other possible analyses. As a result of these factors many possible analyses could not be run. It is hoped that additional funds may be available in the future to further explore the data.

The Sample

The general design has already been described in the text of the Final Report. The table below presents the nature and size of the classes in each school:

SCHOOL 1: Grades 9 - 12; 378 Students in the Whole School

	Title of Course	Number of Students	Form A	Form B
Fresh/Soph Academic Elective	Minority Cultures	14	6	8
Fresh/Soph Academic Required	General Math	14	7	7
Fresh/Soph Vocational Elective	General Business	10	5	5
Fresh/Soph Vocational Required	Careers	20	9	11
Jr/Sr Academic Elective	Chemistry	16	8	8
Jr/Sr Academic Required	American History	11	6	5
Jr/Sr Vocational Elective	Architectural Drafting	12	6	6
Jr/Sr Vocational Required	Advanced Agriculture	9	5	4
TOTALS		106	52	54

SCHOOL 2: Grades 7 - 12; 369 Students in Whole School

	Title of Course	Number of Students	Form A	Form B
Fresh/Soph Academic Elective	Citizenship	10	4	6
Fresh/Soph Academic Required	Biology	11	5	6
Fresh/Soph Vocational Elective	Home Furnishings	8	5	3
Fresh/Soph Vocational Required	Personal Finance	8	4	4
Jr/Sr Academic Elective	Drama	10	5	5
Jr/Sr Academic Required	Modern Problems	16	8	8
Jr/Sr Vocational Elective	Child Development	17	11	6
Jr/Sr Vocational Required	Mechanics/ Metals	7	4	3
TOTALS		87	46	41

SCHOOL 3: Grades 10 - 12; 807 Students in Whole School

	Title of Course	Number of Students	Form A	Form B
Sophomore Academic	V A R I A B L E	26	15	11
Sophomore Vocational		25	11	14
Jr/Sr Academic		27	14	13
Jr/Sr Vocational		41	20	21
TOTALS		119	60	59

SCHOOL 4: Grades 10 - 12; 511 Students in Whole School

	Title of Course	Number of Students	Form A	Form B
Fresh/Soph Academic Elective	War and Foreign Policy	11	6	5
Fresh/Soph Academic Required	Basic Speech	21	11	10
Fresh/Soph Vocational Elective	Marine Biology	27	14	13
Fresh/Soph Vocational Required	Welding	14	7	7
Jr/Sr Academic Elective	Psychology	22	10	12
Jr/Sr Academic Required	Career English	19	9	10
Jr/Sr Vocational Elective	Photography	16	8	8
Jr/Sr Vocational Required	Junior Office Cluster	15	8	7
TOTALS		145	73	72

SCHOOL 5: Grades 9 - 12; 1215 Students in Whole School

	Title of Course	Number of Students	Form A	Form B
Fresh/Soph Academic Elective	Biology	20	11	9
Fresh/Soph Academic Required	Earth Sciences	15	8	7
Fresh/Soph Vocational Elective	Drafting	8	4	4
Fresh/Soph Vocational Required	Personal Finance	22	11	11
Jr/Sr Academic Elective	Biology	10	4	6
Jr/Sr Academic Required	Oceanography*	23	12	11
Jr/Sr Vocational Elective	Art (Advanced Crafts)	15	8	7
Jr/Sr Vocational Required	General Art*	17	9	8
TOTALS		130	67	63

* There were no required courses in these categories, so these are elective

SCHOOL 6: Grades 9 - 12; 2083 Students in Whole School

	Title of Course	Number of Students	Form A	Form B
Fresh/Soph Academic Elective	Biology	20	10	10
Fresh/Soph Academic Required	Health	28	12	16
Fresh/Soph Vocational Elective	Metals 1 and 2	11	6	5
Fresh/Soph Vocational Required	General Business*	21	11	10
Jr/Sr Academic Elective	Utopian Literature	7	3	4
Jr/Sr Academic Required	Law in America	32	15	17
Jr/Sr Vocational Elective	Forestry	16	8	8
Jr/Sr Vocational Required	Typing 3 and 4*	23	12	11
TOTALS		158	77	81

* There were no required courses in these categories, so these are elective

These figures represent the maximum number of responses per item. Due to occasional answer omissions by students, the actual numbers used in calculations varied.

With School #2 the numbers were very low for several classes, so results from it should be examined carefully. This was partly a function of the size of the school: small schools have small classes; and partly a function of the time of year: the questionnaire was administered right at the end of the school year and many seniors were not present.

In the future it is recommended that if the questionnaire is used in a small school, two days be set aside, and the students in small classes take both forms of the instrument, one each day. That will raise the number of students responding to each item.

Analyses

Since students responding to the questionnaire are describing the way things are done in their classroom, or in their school, the units of analysis for the data are the classroom, or the school (depending on the question), not the individual student. Ideal school items are ones with a low within-school variance (high agreement on the answer to the item for the school) and a high between-school variance (the item distinguishes between schools); ideal classroom items are ones with a low within-classroom variance (high agreement on the answer to the item for the classroom) and a high between-classroom variance (the item distinguishes between classrooms).

To determine this a one-way analysis of variance was run across schools for each school item and school scale; and across classes within each school for classroom items. The tables on the following pages present this data. The tables are in pairs: the first presents the actual items from the questionnaire, arranged by scale and subscale; the matching data table presents the data for each item and for the scale and subscales. Before each pair of tables is a short explanation of which items were eliminated, and the reasoning used. For the most part items which did not pick up significant differences between schools or between classrooms were eliminated. However, the decision was sometimes made to retain an item which, while not picking up significant differences now, seemed likely to pick up such differences later on, after the competency-based graduation requirements became more fully implemented. On rare occasions items were eliminated because there were more direct ways to find out the information (e.g., ask teachers or the principal, rather than students).

Throughout the process of weeding out items, it was apparent that many important items were being eliminated. Cutting down the instrument by 20% required a certain determination to eliminate good items because others were better. We have proceeded this way.

Two additional kinds of data were used, when relevant, to eliminate items: data from the individual school reports (see Appendix) which indicated that some subscales showed significantly different results for different subpopulations of schools; and data from a Guttman Scale Analysis of the scales and subscales. For the most part the scales of the instrument did not turn out to have Guttman properties, so the tables were not retyped for this report. However, part of the SPSS

Guttman program was an item-item and item-scale correlation, using Yules Q and Bi-serial correlations respectively. This identified quickly items which were not positively related to other items in the scale, and contributed to a decision to eliminate them. When so, this is mentioned in the discussion after the tables.

Personal Information

A number of small changes in the wording of the personal information questions were suggested during the test and have been incorporated. They are:

1. Adding the word "high" to school in question #5 to make clear that we want the number of years the student has been in that school building, not the district.
2. Adding parenthetical phrases to identify cultural groups, e.g., (Black) after Afro-American; (Chicano, Puerto Rican, etc.) after Spanish American; (Japanese, Chinese, etc.) after Asian American.
3. Combining technical, vocational, or business school with community college or junior college in questions #8, 10 so students do not have to distinguish between them.

These changes can be seen by comparing the form of the questionnaire used in the spring test with the revised version. The same will be true for any changes mentioned subsequently.

Composite Variable (520)

Subscales (521-524)

The following two tables are paired, and should be looked at together. The first gives the items from the questionnaire which are combined into each of the subscales. All of the subscales together (fourteen items) comprise the Composite Variable. The second gives the school means for each of the six schools for each item, the total means for each item and subscale, and the significance level of a one-way analysis of variance across schools. Since this question is related to 530 (531 - 534), decisions about eliminating items were made after considering both sets of results.

After considering this data, and bearing in mind the need to cut the instrument by 25%, the decision was made to eliminate items 043 and 039, as their significance levels (.494 and .532) indicated they did not distinguish between schools. Item 339 was retained because of its high mean values. It seemed unwise to eliminate both of the items with such high means (039 and 339).

Items 040 and 341 were reworded. It was decided that they represented an important aspect of schooling, but the questions were too vague. 040 now specifically refers to "protesting something about the school"; 341 refers to "writing critical material".

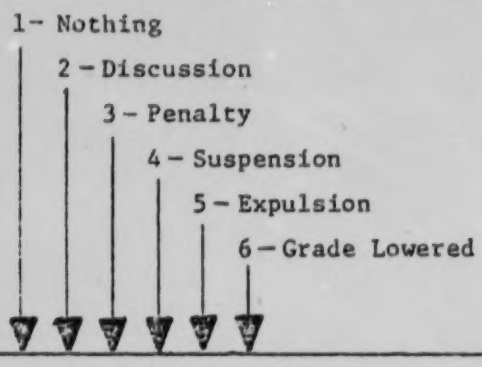
Finally, item 340 was eliminated in favor of the item "skipping class" to be added to the classroom items (see the following). While being "in the hall" was statistically an adequate item, skipping class seemed more likely to be what was wrong about being in the hall.

Note: In all of the lists of items the first three numbers (e.g., 037) are the item number. The last three (e.g., A09) indicate the item can be found on page nine of Form A.

Composite Variable (520): Extent and Duration of Punishment for Breaking a Rule, First Offense, School Rules

Subscales

(521) Extent of Punishment, First Offense, Truancy Violations



037A09	1	2	3	4	5	6	48-1.	Skipping school
340B09							51-4.	Being in the hall during class time
343B09							54-7.	Leaving the school grounds during school hours

(522) Extent of Punishment, First Offense, Personal Vices

042A09	1	2	3	4	5	6	53-6.	Being high on drugs
043A09							54-7.	Using obscene or profane language
337B09							48-1.	Smoking cigarettes
342B09							53-6.	Wearing clothes which are sloppy or unclean

(523) Extent of Punishment, First Offense, Crimes

038A09	1	2	3	4	5	6	49-2.	Fighting another student
039A09							50-3.	Stealing from the school
041A09							52-5.	Damaging school property
338B09							49-2.	Taking something from another student either by theft or pressure
339B09							50-3.	Striking/fighting with a teacher

(524) Extent of Punishment, First Offense, Political Activities

040A09	1	2	3	4	5	6	51-4.	Organizing students to protest something
341B09							52-5.	Distributing written material critical of the school

TABLE 520 - 524

MEANS AND SIGNIFICANCE LEVELS ACROSS SCHOOLS
BY ITEM AND SUBSCALE

Items and Subscales / School		1	2	3	4	5	6	TOTAL	SIGNIFICANCE LEVEL F PROBABILITY ACROSS SCHOOLS
		MEAN	MEAN	MEAN	MEAN	MEAN	MEAN	MEAN	
	037	2.60	3.15	2.77	3.03	2.52	2.47	2.74	.005
	340	2.08	1.50	1.71	1.91	1.84	1.62	1.78	.023
	343	2.67	2.27	2.81	3.68	2.92	2.56	2.87	.000
(521)	TOTAL	2.48	2.56	2.55	2.91	2.46	2.29	2.54	.000
	042	4.02	2.86	3.21	3.58	4.00	3.20	3.48	.000
	043	2.40	2.09	2.31	2.50	2.45	2.34	2.36	.494
	337	2.88	2.73	2.37	3.27	3.47	2.85	2.96	.000
	342	1.77	2.10	1.19	2.18	1.21	1.26	1.58	.000
(522)	TOTAL	2.74	2.46	2.27	2.88	2.75	2.38	2.58	.000
	038	3.26	2.61	3.34	3.32	3.11	3.17	3.16	.003
	039	3.86	3.68	3.60	3.68	3.93	3.84	3.77	.532
	041	3.61	3.69	3.48	3.70	4.02	3.66	3.69	.060
	338	2.98	3.10	3.04	3.44	3.33	2.86	3.13	.008
	339	3.98	3.80	4.00	4.14	3.84	4.08	3.99	.314
(523)	TOTAL	3.54	3.40	3.51	3.68	3.63	3.48	3.55	.091
	040	2.33	2.05	2.47	2.43	2.54	2.13	2.33	.205
	341	2.48	2.28	2.11	2.61	2.41	2.27	2.36	.227
(524)	TOTAL	2.41	2.15	2.29	2.52	2.47	2.20	2.35	.107
(520)	GRAND TOTAL	2.90	2.73	2.76	3.07	2.95	2.70	2.85	.000

Composite Variable (525)

Subscales (526-528)

The following two tables are paired, and should be looked at together. The first again gives the items from the questionnaire which are combined into each of the subscales. All of the subscales together (six items) comprise the Composite Variable. The second table gives the significance level of an analysis of variance across the eight classes within each school (since these are "classroom" items), the subscale and grand means, and the significance level of an analysis of variance across the six schools of the subscales and the total scale.

As can be seen from the table the weakest item is 055. It was neither significant across classes in any of the six schools, nor was it part of a significant subscale. After examining the item, it appeared that it might be confusing, as "talking back" could be a good thing if it meant the student was standing up for his/her rights. Consequently, it was decided to eliminate this item in favor of one worded "Skipping Class".

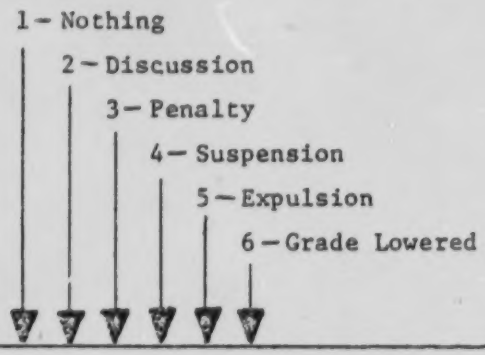
examination of the means and standard deviations by class for each school uncovered another anomaly. The six-point scale caused difficulties with classroom items, as far more sixes were marked than had been anticipated. For classroom offenses, a lowered grade is not really the most excessive penalty (whereas one can argue that it is for school offenses since it is permanently a part of one's record). After much deliberation it was decided to consider "grade lowered" to be a "penalty" in subsequent versions of the instrument. This more accurately reflects how reduced grades affect students as punishment. Thus, the response categories for this question were changed to five categories, the

definitions were changed so that "penalty" included reducing a student's grade, and subsequent questions were also changed to eliminate separate questions on "grade lowered" as a punishment.

Composite Variable (525): Extent and Duration of Punishment for Breaking a Rule, First Offense, Classroom Rules

Subscales

(526) Extent of Punishment, First Offense, Academic Non-Cooperation



054A11	1	2	3	4	5	6	65-4.	Not turning in an assignment
056A11							67-6.	Refusing to participate in class activities

(527) Extent of Punishment, First Offense, Cheating

052A11	1	2	3	4	5	6	63-2.	Copying someone else's work
053A11							64-3.	Cheating on an exam

(528) Extent of Punishment, First Offense, Negative Attitude

051A11	1	2	3	4	5	6	62-1.	Arriving late to class
055A11							66-5.	Talking back to the teacher

TABLE 525 - 528

SIGNIFICANCE LEVELS ACROSS CLASSES WITHIN SCHOOLS, AND ACROSS SCHOOLS, BY ITEM AND SUBSCALE WITH SUBSCALE MEANS

Items and Subscales / School	SIGNIFICANCE LEVEL ACROSS CLASSES WITHIN EACH SCHOOL F PROBABILITY						MEAN VALUES ACROSS SCHOOLS ( ) SIGNIFICANCE LEVEL F PROBABILITY ACROSS SCHOOLS
	1	2	3	4	5	6	
054	.263	.022	.499	.015	.218	.776	
056	.253	.015	.515	.780	.152	.426	
(526) TOTAL (MEANS)	(2.89)	(2.87)	(2.83)	(2.84)	(2.92)	(2.90)	1.00 (2.88)
052	.218	.688	.641	.202	.005	.847	
053	.279	.147	.560	.079	.237	.772	
(527) TOTAL (MEANS)	(2.78)	(2.98)	(2.95)	(3.62)	(3.31)	(3.33)	.052 (3.20)
051	.556	.094	.062	.338	.400	.537	
055	.574	.330	.771	.145	.215	.162	
(528) TOTAL (MEANS)	(1.93)	(2.12)	(2.11)	(1.98)	(2.18)	(2.05)	.715 (2.06)
TOTAL (MEANS)	( )	( )	( )	( )	( )	( )	( )

(525) GRAND TOTAL (MEANS)	(2.46)	(2.59)	(2.60)	(2.80)	(2.78)	(2.67)	.626 (2.67)

Composite Variable (530)

Subscales (531-534)

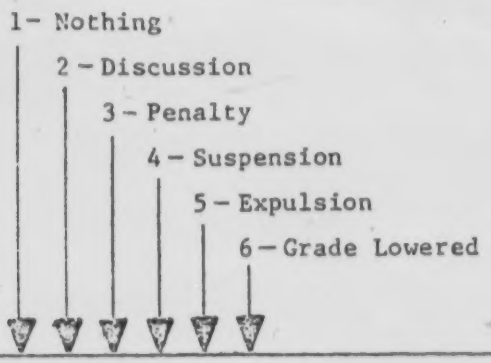
These questions are identical to those in Variable 520, except that in these students mark the punishment for repeated offenses, instead of first offenses. The table confirms the changes discussed previously. Again, items 046 and 346 are not significant and can be deleted; item 347 is not significant so eliminating it in favor of the "Skipping Class" is sensible; and items 047 and 348 are not significant (though certainly closer to it). 047 and 348 were rewritten to be more specific, as mentioned previously.

The data from both Tables 520 and 530 are consistent in suggesting which changes be made, further supporting the changes.

Composite Variable (530) Extent and Duration of Punishment for Breaking a Rule, Repeated Offense, School Rules

Subscales

(531) Extent of Punishment, Repeated Offense, Truancy Violations



044A10	1	2	3	4	5	6	55-1.	Skipping school
347B10							58-4.	Being in the hall during class time
350B10							61-7.	Leaving the school grounds during school hours

(532) Extent of Punishment, Repeated Offense, Personal Vices

049A10	1	2	3	4	5	6	60-6.	Being high on drugs
050A10							61-7.	Using obscene or profane language
344B10							55-1.	Smoking cigarettes
349B10							60-6.	Wearing clothes which are sloppy or unclean

(533) Extent of Punishment, Repeated Offense, Crimes

045A10	1	2	3	4	5	6	56-2.	Fighting another student
046A10							57-3.	Stealing from the school
048A10							59-5.	Damaging school property
345B10							56-2.	Taking something from another student either by theft or pressure
346B10							57-3.	Striking/fighting with a teacher

(534) Extent of Punishment, Repeated Offense, Political Activities

047A10	1	2	3	4	5	6	58-4.	Organizing students to protest something
348B10							59-5.	Distributing written material critical of the school

TABLE 530 - 534

MEANS AND SIGNIFICANCE LEVELS ACROSS SCHOOLS
BY ITEM AND SUBSCALE

Items and Subscales / School		1	2	3	4	5	6	TOTAL	SIGNIFICANCE LEVEL F PROBABILITY ACROSS SCHOOLS
		MEAN	MEAN	MEAN	MEAN	MEAN	MEAN	MEAN	
	347	2.98	2.58	2.52	2.96	2.62	2.72	2.74	.168
	350	3.56	3.15	3.61	4.18	3.46	3.48	3.62	.000
	044	3.74	3.89	3.76	4.27	4.12	3.54	3.89	.000
(531)	TOTAL	4.02	4.11	4.33	4.21	4.05	4.35	4.20	.548
	049	4.43	3.43	3.80	4.35	4.61	4.05	4.15	.000
	050	3.29	2.67	3.08	3.53	3.42	3.26	3.24	.010
	344	3.48	3.45	3.26	4.22	4.17	3.64	3.74	.000
	349	2.56	2.92	1.51	2.90	1.58	1.66	2.13	.000
(532)	TOTAL	3.44	3.13	2.91	3.74	3.45	3.12	3.31	.000
	045	4.13	3.67	4.16	4.30	4.19	3.86	4.07	.001
	046	4.53	4.38	4.49	4.54	4.68	4.40	4.51	.337
	048	4.26	4.20	4.12	4.51	4.59	4.28	4.34	.027
	345	3.90	4.10	3.96	4.43	4.08	4.05	4.10	.042
	346	4.42	4.33	4.44	4.69	4.43	4.70	4.53	.057
(533)	TOTAL	4.23	4.15	4.23	4.51	4.38	4.27	4.31	.002
	047	3.36	2.54	3.28	3.35	3.10	3.03	3.13	.052
	348	3.20	2.78	2.89	3.40	3.02	2.99	3.07	.196
(534)	TOTAL	3.28	2.64	3.09	3.37	3.06	3.01	3.10	.008
(530)	GRAND TOTAL	3.70	3.47	3.53	3.99	3.74	3.53	3.67	.000

Composite Variable (535)

Subscales (536 - 538)

The data table has the same difficulties as discussed under Composite Variable 525, namely that the treating of "Grade Lowered" as a "6" confuses the statistics. However, here again there is consistency with the parallel set of questions from 525. Item 355, "Talking back to the teacher", again seems neither significant across classes within schools (except for one school, School #5) nor is it significant across schools (F = .849). Eliminating it in favor of an item "Skipping School" is consistent with the decision described previously.

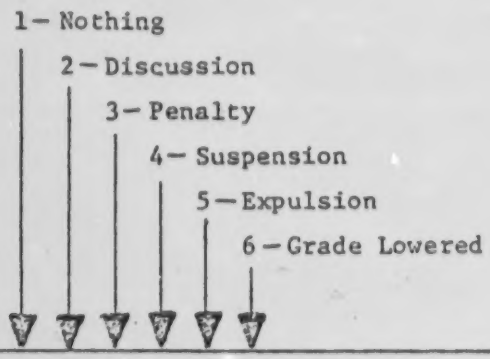
Item 356 also, by the data, could be eliminated. However, there are good reasons to retain two-item subscales if possible, and there was no obvious revision that seemed indicated, so the item was not changed.

FUNCTION: CUSTODY/CONTROL

Composite Variable (535): Extent and Duration of Punishment for Breaking a Rule, Repeated Offense, Classroom Rules

Subscales

(536) Extent of Punishment, Repeated Offense, Academic Non-Cooperation



354B11	1	2	3	4	5	6	65-4.	Not turning in an assignment
356B11							67-6.	Refusing to participate in class activities

(537) Extent of Punishment, Repeated Offense, Cheating

352B11	1	2	3	4	5	6	63-2.	Copying someone else's work
353B11							64-3.	Cheating on an exam

(538) Extent of Punishment, Repeated Offense, Negative Attitude

351B11	1	2	3	4	5	6	62-1.	Arriving late to class
355B11							66-5.	Talking back to the teacher

TABLE 535 - 538

SIGNIFICANCE LEVELS ACROSS CLASSES WITHIN SCHOOLS, AND ACROSS SCHOOLS, BY ITEM AND SUBSCALE WITH SUBSCALE MEANS

Items and Subscales / School		SIGNIFICANCE LEVEL ACROSS CLASSES WITHIN EACH SCHOOL F PROBABILITY						MEAN VALUE ACROSS SCHOOLS ( ) SIGNIFICANCE LEVEL F PROBABILITY ACROSS SCHOOLS
		1	2	3	4	5	6	
	354	.148	.877	.496	.774	.625	.132	.018 (3.48)
	356	.789	.805	.330	.743	.036	.678	.583 (3.25)
(536)	TOTAL (MEANS)	(3.32)	(3.39)	(3.19)	(2.90)	(3.71)	(3.55)	.123 (3.34)
	352	.182	.651	.784	.171	.311	.297	.000 (3.31)
	353	.242	.393	.898	.352	.229	.208	.004 (3.90)
(537)	TOTAL (MEANS)	(3.21)	(3.19)	(3.05)	(3.70)	(3.82)	(4.19)	.000 (3.61)
	351	.916	.091	.089	.707	.742	.483	.000 (3.16)
	355	.995	.851	.555	.286	.006	.446	.849 (2.76)
(538)	TOTAL (MEANS)	(2.52)	(2.79)	(2.96)	(2.74)	(3.15)	(3.44)	.000 (2.97)
	TOTAL (MEANS)	( )	( )	( )	( )	( )	( )	( )
(535)	GRAND TOTAL (MEANS)	(2.98)	(3.12)	(3.04)	(3.14)	(3.55)	(3.65)	.005 (3.27)

Composite Variables (540, (545), (550), and (555)

Subscales (541 - 543), (546 - 548), (551 - 553), and 556 - 558)

Each of these tables needs to be looked at in comparison to the others. All four Composite Variables use the same set of items; only the potential seriousness of the rule violation changes.

In Table 540, the first three items do not pick up significant across-school differences, though the third, 062, comes very close. In Table 545, all are significant except the first two. By Table 550, where the rule violation is less serious (penalty), five of the items show up significances less than .05, the first two again, plus 371, 375, and 376. The last Table 555 is again confused by the six-point scale.

After consideration of the data and the desire to keep all four questions parallel, it appeared that only two of the items were consistently not significant and deserved to be deleted. However, even though sex and race were not statistically significant, the mean values showed that sex caused consistently biased leniency toward females, and that race was not a biasing factor. Both were useful findings, even though there were no important differences between schools. And, on the racial item, a different sample of schools might be very different in results. So, both were retained.

The question wording, however, had other problems. A number of school personnel had noted the emphasis on punishment in the question, and suggested a wording of "more or less lenient treatment of students", particularly including the most common procedure in dealing with rule breaking, "discussion" with the student. As a result, major changes were made in the wording of the questions: "punishment" has been eliminated.

Composite Variable (540): Equity of Enforcement, Expulsion Offenses

Subscales

(541) Equity of Enforcement, Student Characteristics

1 - The punishment would be less, lighter

2 - It would make no difference

3 - The punishment would be more, harsher

A student breaks a rule for which the usual punishment is expulsion. What difference, if any, would it make if the student:

057A12	1	2	3	68-1.	Is a girl
058A12				69-2.	Is non-white
062A12				73-6.	Is young (freshman or sophomore)

(542) Equity of Enforcement, Earned Status

059A12	1	2	3	70-3.	Gets good grades
060A12				71-4.	Is a leading athlete or cheerleader
061A12				72-5.	Is not widely known in school
064A12				75-8.	Is popular with other students

(543) Equity of Enforcement, Reputation

063A12	1	2	3	74-7.	Has parents who are wealthy or well-known in the community
065A12				76-9.	Has older brothers or sisters who had a bad reputation in the school
066A12				77-10.	Has a reputation for causing teachers trouble

Composite Variable (545): Equity of Enforcement, Suspension Offenses

Subscales

(546) Equity of Enforcement, Student Characteristics

1 - The punishment would be less, lighter

2 - It would make no difference

3 - The punishment would be more, harsher

A student breaks a rule for which the usual punishment is suspension. What difference, if any, would it make if the student:

357B12	1	2	3	68-1.	Is a girl
358B12				69-2.	Is non-white
362B12				73-6.	Is young (freshman or sophomore)

(547) Equity of Enforcement, Earned Status

359B12	1	2	3	70-3.	Gets good grades
360B12				71-4.	Is a leading athlete or cheerleader
361B12				72-5.	Is not widely known in school
364B12				75-8.	Is popular with other students

(548) Equity of Enforcement, Reputation

363B12	1	2	3	74-7.	Has parents who are wealthy or well-known in the community
365B12				76-9.	Has older brothers or sisters who had a bad reputation in the school
366B12				77-10.	Has a reputation for causing teachers trouble

Composite Variable (550): Equity of Enforcement, Penalty Offenses

Subscales

(551) Equity of Enforcement, Student Characteristics

1 The punishment would be less, lighter

2 It would make no difference

3 The punishment would be more, harsher

A student breaks a rule for which the usual punishment is a penalty. What difference, if any, would it make if the student:

367B13	1 2 3	78-1. Is a girl
368B13		79-2. Is non-white
372B13		14-6. Is young (freshman or sophomore)

(552) Equity of Enforcement, Earned Status

369B13	1 2 3	80-3. Gets good grades
370B13		12-4. Is a leading athlete or cheerleader
371B13		13-5. Is not widely known in school
374B13		16-8. Is popular with other students

(553) Equity of Enforcement, Reputation

373B13	1 2 3	15-7. Has parents who are wealthy or well-known in the community
375B13		17-9. Has older brothers or sisters who had a bad reputation in the school
376B13		18-10. Has a reputation for causing teachers trouble

Composite Variable (555): Equity of Enforcement, Offenses For Which Grade Lowered

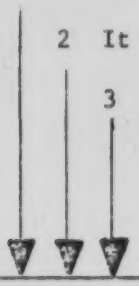
Subscales

(556) Equity of Enforcement, Student Characteristics

1 The punishment would be less, lighter

2 It would make no difference

3 The punishment would be more, harsher



A student breaks a rule for which the usual punishment in your class is to have his/her grade lowered. What difference, if any, would it make if the student:

067A13	1	2	3	78-1.	Is a girl
068A13				79-2.	Is non-white
072A13				14-6.	Is young (freshman or sophomore)

(557) Equity of Enforcement, Earned Status

069A13	1	2	3	80-3.	Gets good grades
070A13				12-4.	Is a leading athlete or cheerleader
071A13				13-5.	Is not widely known in school
074A13				16-8.	Is popular with other students

(558) Equity of Enforcement, Reputation

073A13	1	2	3	15-7.	Has parents who are wealthy or well-known in the community
075A13				17-9.	Has older brothers or sisters who had a bad reputation in the school
076A13				18-10.	Has a reputation for causing teachers trouble

TABLE 540 - 543

MEANS AND SIGNIFICANCE LEVELS ACROSS SCHOOLS
BY ITEM AND SUBSCALE

Items and Subscales / School	1	2	3	4	5	6	TOTAL	SIGNIFICANCE LEVEL F PROBABILITY ACROSS SCHOOLS
	MEAN	MEAN	MEAN	MEAN	MEAN	MEAN	MEAN	
057	1.70	1.79	1.72	1.78	1.75	1.73	1.75	.892
058	1.91	2.04	2.00	2.03	2.04	1.95	2.00	.284
062	1.87	1.85	1.81	1.88	1.93	1.70	1.83	.055
(541) TOTAL	1.81	1.89	1.84	1.90	1.91	1.79	1.86	.046
059	1.38	1.51	1.43	1.21	1.54	1.36	1.40	.003
060	1.32	1.46	1.57	1.27	1.57	1.50	1.45	.007
061	1.96	1.98	1.94	2.22	1.97	1.96	2.01	.002
064	1.53	1.91	1.84	1.58	2.00	1.81	1.78	.000
(542) TOTAL	1.55	1.71	1.69	1.58	1.75	1.66	1.66	.003
063	1.36	1.51	1.60	1.29	1.75	1.66	1.54	0
065	2.43	2.43	2.57	2.65	2.34	2.43	2.48	.015
066	2.63	2.62	2.73	2.86	2.63	2.73	2.71	.035
(543) TOTAL	2.14	2.18	2.30	2.27	2.23	2.27	2.24	.068
TOTAL								
(540) GRAND TOTAL	1.80	1.91	1.92	1.88	1.94	1.88	1.89	.004

TABLE 545 - 548

MEANS AND SIGNIFICANCE LEVELS ACROSS SCHOOLS
BY ITEM AND SUBSCALE

Items and Subscales / School		1	2	3	4	5	6	TOTAL	SIGNIFICANCE LEVEL F PROBABILITY ACROSS SCHOOLS
		MEAN	MEAN	MEAN	MEAN	MEAN	MEAN	MEAN	
	357	1.63	1.80	1.75	1.73	1.82	1.77	1.75	.355
	358	2.17	2.00	2.00	2.10	2.03	1.99	2.04	.067
	362	2.04	2.08	1.75	2.01	1.92	1.78	1.91	.001
(546)	TOTAL	1.94	1.95	1.83	1.96	1.93	1.85	1.90	.009
	359	1.40	1.49	1.61	1.38	1.52	1.30	1.44	.009
	360	1.50	1.41	1.55	1.28	1.60	1.50	1.47	.020
	361	2.17	2.13	1.97	2.20	2.08	1.96	2.07	.007
	364	1.75	1.67	1.85	1.71	1.92	1.84	1.80	.021
(547)	TOTAL	1.70	1.67	1.75	1.64	1.79	1.65	1.70	.009
	363	1.50	1.53	1.72	1.38	1.65	1.68	1.58	.001
	365	2.42	2.53	2.29	2.58	2.33	2.52	2.45	.027
	366	2.54	2.53	2.60	2.81	2.62	2.71	2.65	.038
(548)	TOTAL	2.15	2.19	2.20	2.26	2.19	2.31	2.23	.082
	TOTAL								
(545)	GRAND TOTAL	1.91	1.91	1.91	1.92	1.95	1.91	1.92	.543

TABLE 550 - 553

MEANS AND SIGNIFICANCE LEVELS ACROSS SCHOOLS
BY ITEM AND SUBSCALE

Items and Subscales / School		1	2	3	4	5	6	TOTAL	SIGNIFICANCE LEVEL F PROBABILITY ACROSS SCHOOLS
		MEAN	MEAN	MEAN	MEAN	MEAN	MEAN	MEAN	
	367	1.81	1.75	1.75	1.72	1.84	1.82	1.78	.632
	368	2.13	1.93	2.00	2.10	2.00	2.02	2.03	.060
	372	2.13	2.05	1.83	1.97	1.87	1.91	1.95	.013
(551)	TOTAL	2.02	1.91	1.86	1.94	1.90	1.92	1.92	.125
	369	1.58	1.53	1.66	1.38	1.64	1.43	1.52	.010
	370	1.54	1.53	1.63	1.28	1.74	1.51	1.53	.001
	371	2.02	1.98	1.95	2.13	2.02	1.98	2.01	.241
	374	1.79	1.67	1.88	1.75	1.95	1.74	1.80	.018
(552)	TOTAL	1.73	1.69	1.78	1.63	1.83	1.66	1.71	.004
	373	1.69	1.67	1.72	1.41	1.70	1.73	1.65	.002
	375	2.48	2.38	2.39	2.51	2.26	2.38	2.40	.167
	376	2.56	2.58	2.61	2.77	2.59	2.66	2.64	.216
(553)	TOTAL	2.24	2.20	2.25	2.23	2.17	2.26	2.23	.697
	TOTAL								
(550)	GRAND TOTAL	1.97	1.91	1.95	1.91	1.95	1.92	1.93	.407

TABLE 555 - 558

SIGNIFICANCE LEVELS ACROSS CLASSES WITHIN SCHOOLS, AND ACROSS SCHOOLS, BY ITEM AND SUBSCALE WITH SUBSCALE MEANS

MEAN VALUE ACROSS SCHOOLS ( )

Items and Subscales / School		SIGNIFICANCE LEVEL ACROSS CLASSES WITHIN EACH SCHOOL F PROBABILITY						SIGNIFICANCE LEVEL F PROBABILITY ACROSS SCHOOLS
		1	2	3	4	5	6	
	067	.011	.065	.247	.118	.002	.917	
	068	.467	.200	.186	.521	.094	.480	
	072	.339	.175	.314	.675	.040	.846	
(556)	TOTAL (MEANS)	(1.92)	(1.91)	(1.90)	(1.93)	(2.04)	(1.97)	.028 (1.94)
	069	.484	.448	.861	.024	.015	.944	
	070	.366	.525	.846	.514	.245	.853	
	071	.554	.348	.740	.844	.000	.342	
	074	.763	.050	.679	.373	.599	.756	
(557)	TOTAL (MEANS)	(1.64)	(1.77)	(1.77)	(1.67)	(1.91)	(1.76)	.000 (1.76)
	073	.487	.251	.735	.912	.185	.712	
	075	.045	.208	.081	.028	.172	.753	
	076	.618	.209	.787	.436	.667	.549	
(558)	TOTAL (MEANS)	(2.11)	(2.18)	(2.19)	(2.19)	(2.24)	(2.29)	.047 (2.21)
	TOTAL (MEANS)	( )	( )	( )	( )	( )	( )	( )

(555)	GRAND TOTAL (MEANS)	(1.86)	(1.93)	(1.93)	(1.90)	(2.05)	(1.96)	.000 (1.95)

Composite Variables (560 - 561)

These two need to be looked at together, as one asks about the clarity of the rules, the other about the clarity of the actions which lead to punishment. As the table shows, the last item in both scales was not significant, and was deleted. The fourth item in each scale, the "lowered grade" item, was eliminated for the same reasons that it has been eliminated all along. It appears that a better way to treat the punishment "having one's grade lowered" is to include it in the various "penalties", not to keep it as a separate item.

Of the remaining three items in each scale, the first one on expulsion could be eliminated for statistical reasons. However, it was decided to keep it for its importance, even though it did not appear to distinguish between schools. Eliminating four of the ten items more than met the quota of a 20% reduction in length.

Composite Variable (560): Clarity of the Rules

4 - Very clear -- the rules spell out exactly what would cause this to happen

3 - Fairly clear -- the rules spell out pretty well what would cause this to happen

2 - Fairly unclear -- the rules hardly spell out at all what would cause this to happen

1 - Very unclear -- the rules are so general it all depends on who catches you

0 - Don't know -- I don't know what the rules are concerning this

077A14	4 3 2 1 0	19-1. How clear are the rules for which violation usually leads to expulsion?
078A14		20-2. How clear are the rules for which violation usually leads to suspension?
079A14		21-3. How clear are the rules for which violation usually leads to a penalty?
080A14		22-4. How clear are the rules in your class for which violation usually leads to lowered grades?
* 323B06		34-5. Even though I've read or been told what the rules are, I'm often unsure whether something I do is against the rules

Composite Variable (561): Clarity of Consequences of Behavior

377B14	4 3 2 1 0	19-1. How clearly do you know what actions could cause you to be expelled?
378B14		20-2. How clearly do you know what actions could cause you to be suspended?
379B14		21-3. How clearly do you know what actions could cause you to be punished by a penalty?
380B14		22-4. How clearly do you know what actions in your class could cause you to have your grade lowered?
* 023A06		34-5. Most of the time I never know I've done something wrong until I get "caught". Then I find out it was wrong.

* Means Reverse the Scores

TABLE 560 - 561

MEANS AND SIGNIFICANCE LEVELS ACROSS SCHOOLS
BY ITEM AND SUBSCALE

Items and Subscales / School	1	2	3	4	5	6	TOTAL	SIGNIFICANCE LEVEL F PROBABILITY ACROSS SCHOOLS
	MEAN	MEAN	MEAN	MEAN	MEAN	MEAN	MEAN	
077	2.73	2.82	2.81	2.85	2.67	2.78	2.78	.934
078	2.68	2.67	2.80	2.90	2.58	2.90	2.77	.289
079	2.53	2.26	2.76	2.52	2.34	2.48	2.49	.170
080	2.65	2.97	2.63	2.86	2.71	2.96	2.81	.355
323	2.27	2.31	2.71	2.54	2.64	2.49	2.51	.079
(560) TOTAL	2.27	2.37	2.56	2.49	2.43	2.47	2.44	.169
377	2.64	2.97	2.84	2.93	2.68	2.96	2.85	.150
378	2.65	3.17	2.86	3.07	3.02	2.92	2.95	.025
379	2.74	2.54	3.00	2.78	2.60	2.46	2.69	.010
380	2.65	2.92	3.15	3.03	3.03	3.19	3.03	.046
023	2.98	2.93	3.08	2.86	2.84	2.99	2.94	.628
(561) TOTAL	2.08	2.20	2.28	2.11	2.12	2.23	2.17	.650
TOTAL								
TOTAL								
GRAND TOTAL								

Composite Variable (565)

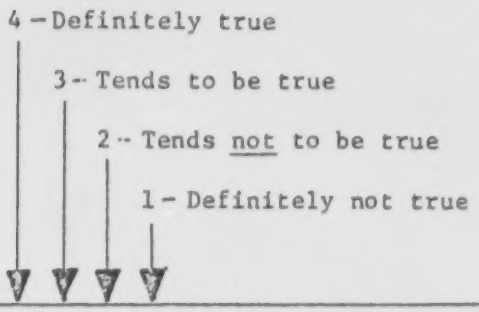
The Table 565 shows that both items 322 and 324 could be eliminated. After some deliberation item 324 was eliminated, as not only was it not significant across schools, the mean values were so near the midpoint that it did not seem to be picking up anything important. The item itself seemed perhaps too strongly worded. As there were still several items in the scale, it could easily be deleted.

Item 322 was more complicated. There was an important logical difference between 024 and 322 (teachers deciding punishments, vs. teachers catching violations), and the mean scores were high, so it was decided to keep it.

Note: due to the parallel forms of the instrument, it is important to eliminate items in pairs to keep the same number of each type of item in each. For a while this item 322 was placed in a "contingent" group, and might have been eliminated had one more deletion been necessary to keep the forms parallel. As it turned out, it was not necessary.

FUNCTION: CUSTODY/CONTROL

Composite Variable (565): Enforcement by Administrators



022A06	4	3	2	1	33-4.	In this school the principal or vice-principal enforces the rules
* 024A06					35-6.	In this school the teachers decide what punishment a student should receive for breaking a rule
322B06					33-4.	In this school if teachers catch students breaking rules, they send them to the principal to be punished
* 324B06					35-6.	In this school the teachers are responsible for enforcing rules. Only the most extreme cases are handled by the principal or vice-principal

* Means Reverse the Scores

TABLE 565

MEANS AND SIGNIFICANCE LEVELS ACROSS SCHOOLS
BY ITEM AND SUBSCALE

Items and Subscales / School	1	2	3	4	5	6	TOTAL	SIGNIFICANCE LEVEL F PROBABILITY ACROSS SCHOOLS
	MEAN	MEAN	MEAN	MEAN	MEAN	MEAN	MEAN	
022	3.00	2.43	3.09	3.40	3.02	2.97	3.02	.000
024	2.41	3.06	3.00	3.20	3.03	2.82	2.94	.000
322	2.98	2.80	2.76	3.01	2.70	2.86	2.86	.196
324	2.55	2.46	2.49	2.59	2.58	2.47	2.50	.673
(565) TOTAL	2.74	2.70	2.85	3.05	2.83	2.77	2.84	.000
TOTAL								
TOTAL								
TOTAL								
GRAND TOTAL								

Composite Variables (570), (575)

Subscales (571 - 572)

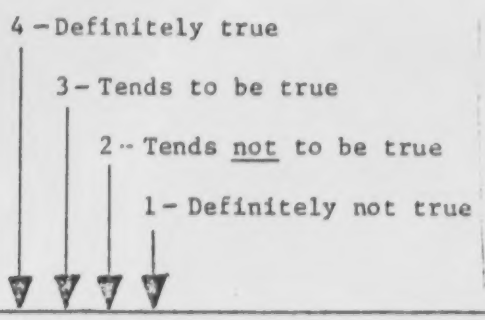
As Table 570 shows, there are two items in each subscale that show non-significant differences, and two that do. Since four item subscales seemed unnecessary given the need to reduce the size of the instrument, initially we planned to eliminate all four: 025, 325, 019, and 319. However, after examining the means for 019, it appeared that something unusual was going on: all of the high means belong to the three larger schools; all of the low means belong to the smaller schools. We therefore decided to keep 019.

Item 020 of Table 575 could clearly have been eliminated, and it too was considered "contingent" for awhile. However, the two-item scale is preferable, and the scale itself was significant across schools. So, it was retained.

Composite Variable (570): Pervasiveness of Control

Subscales

(571) Pervasiveness of Rules



021A06	4	3	2	1	32-3.	You need permission to do anything around this school
* 025A06					36-7.	There don't seem to be many rules in this school
321B06					32-3.	This school has rules to cover everything a student might think of doing
* 325B06					36-7.	The only rules we have around here are ones that help us learn

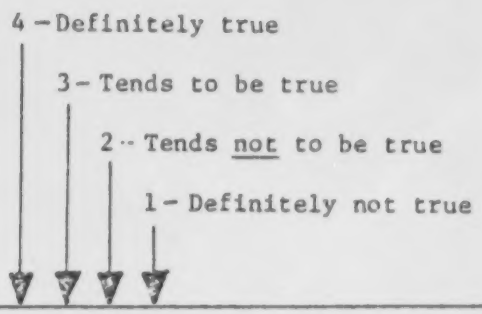
(572) Severity of Enforcement

019A06	4	3	2	1	30-1.	Most teachers seem to think students are always up to something, so they just wait for someone to do something wrong
* 026A06					37-8.	The principal is usually understanding; if a student does something wrong, he will give him/her the benefit of the doubt
* 319B06					30-1.	As long as you're doing no harm, the teachers here don't really enforce the rules
326B06					37-8.	Students are expected to report other students, if they see them violating school rules

* Means Reverse the Scores

FUNCTION: CUSTODY/CONTROL

Composite Variable (575): Obedience of Students to School Rules



*	020A06	4	3	2	1	31-2. Generally, students here break school rules any time they think they can get away with it
	320B06					31-2. Generally, students do what they're told in this school

* Means Reverse the Scores

TABLE 570 - 572

MEANS AND SIGNIFICANCE LEVELS ACROSS SCHOOLS
BY ITEM AND SUBSCALE

Items and Subscales / School		1	2	3	4	5	6	TOTAL	SIGNIFICANCE LEVEL F PROBABILITY ACROSS SCHOOLS
		MEAN	MEAN	MEAN	MEAN	MEAN	MEAN	MEAN	
	021	2.87	3.15	2.52	3.03	2.57	2.90	2.83	.001
	025	3.51	3.40	3.45	3.52	3.39	3.46	3.46	.921
	321	2.41	2.79	2.43	2.72	2.35	2.69	2.57	.066
	325	3.10	3.26	2.91	3.26	3.14	3.20	3.15	.268
(571)	TOTAL	2.97	3.16	2.84	3.14	2.87	3.05	3.00	.000
	019	2.17	2.15	2.42	2.16	2.33	2.43	2.29	.146
	026	2.36	2.74	2.52	2.30	2.83	2.21	2.48	.000
	319	2.27	2.43	2.47	2.65	2.44	2.54	2.48	.252
	326	2.31	2.07	1.83	2.45	2.19	2.02	2.15	.004
(572)	TOTAL	2.28	2.35	2.31	2.40	2.46	2.30	2.35	.253
	TOTAL								
	TOTAL								

(570)	GRAND TOTAL	2.63	2.75	2.57	2.77	2.66	2.67	2.67	.030

TABLE 575

MEANS AND SIGNIFICANCE LEVELS ACROSS SCHOOLS
BY ITEM AND SUBSCALE

Items and Subscales / School	1	2	3	4	5	6	TOTAL	SIGNIFICANCE LEVEL F PROBABILITY ACROSS SCHOOLS
	MEAN	MEAN	MEAN	MEAN	MEAN	MEAN	MEAN	
020	2.29	2.11	2.30	2.36	2.20	2.15	2.24	.549
320	2.71	2.57	2.62	2.94	2.48	2.61	2.66	.000
(575) TOTAL	2.51	2.33	2.45	2.65	2.34	2.39	2.45	.006
TOTAL								
TOTAL								
TOTAL								
GRAND TOTAL								

Composite Variables (580 - 581)

These tables present frequency distributions, and percentages, as means were not interpretable. The remarkable thing, in general, is the percentage of "Don't Know" responses overall. Generally, students are most certain about a "Hearing Process" for expulsion cases, and most certain about an "Appeal Process" for a lowered grade.

Consistent with the thinking which has been described earlier, the "lowered grade" items were eliminated. The new definition of "penalty" includes "lowered grade". Also, we suspected that the high "Yes" percentages on 385 could be traced to a notion of "Appeal" that merely meant going to the teacher and complaining. Since the item was intended to tap a much more formal process, language was added to the definition of "Appeal" so that it included a formal meeting with a higher authority or committee.

If the schools do have Hearing or Appeal processes, a great many students do not know it.

Composite Variable (580): Existence of a Hearing Process

1 - Yes
2 - Don't Know
3 - No

082A15	1	2	3	24-1.	A student has been accused of committing an act (violating a rule) which could lead to expulsion. Would there be (or could the student request) a hearing?
083A15				25-2.	A student has been accused of committing an act (violating a rule) which could lead to suspension. Would there be (or could the student request) a hearing?
084A15				26-3.	A student has been accused of committing an act (violating a rule) which could lead to a penalty. Would there be (or could the student request) a hearing?
085A15				27-4.	A student has been accused of committing an act (violating a rule) which could lead to a lowered grade. Would there be (or could the student request) a hearing?

Composite Variable (581): Existence of An Appeal Process

1 - Yes
2 - Don't Know
3 - No

382B15	1	2	3	24-1.	A student has been expelled, and yet thinks he/she is innocent. Is there an appeal process the student could use?
383B15				25-2.	A student has been suspended, and yet thinks he/she is innocent. Is there an appeal process the student could use?
384B15				26-3.	A student has been penalized, and yet thinks he/she is innocent. Is there an appeal process the student could use?
385B15				27-4.	A student has had his/her grade lowered, and yet thinks he/she is innocent. Is there an appeal process the student could use?

VARIABLE 580

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools		1		2		3		4		5		6	
		#	%	#	%	#	%	#	%	#	%	#	%
VAR 082	Yes	19	40.4	24	51.1	28	45.2	32	44.4	35	50.7	43	54.4
	Don't Know	22	46.8	17	36.2	31	50.0	29	40.3	26	37.7	27	34.2
	No	6	12.8	6	12.8	3	4.8	11	15.3	8	11.6	9	11.4
VAR 083	Yes	14	29.8	14	29.8	16	24.6	19	27.1	25	36.2	30	38.0
	Don't Know	23	48.9	20	42.6	34	52.3	30	42.9	25	36.2	27	34.2
	No	10	21.3	13	27.7	15	23.1	21	30.0	19	27.5	22	27.8
VAR 084	Yes	7	14.9	9	19.1	10	15.4	14	19.7	19	27.5	17	21.5
	Don't Know	23	48.9	26	55.3	32	49.2	39	54.9	24	34.8	37	46.8
	No	17	36.2	12	25.5	23	35.4	18	25.4	26	37.7	25	31.6
VAR 085	Yes	13	27.7	7	14.9	8	12.3	12	16.7	19	27.5	11	14.1
	Don't Know	23	48.9	23	48.9	32	49.2	27	37.5	20	29.0	20	25.6
	No	11	23.4	17	36.2	25	38.5	33	45.8	30	43.5	47	60.3
TOTAL VAR 580	Yes	53	28.2	50	27.1	62	24.1	77	27.0	98	35.5	101	32.1
	Don't Know	91	48.4	86	46.7	129	50.2	125	43.9	95	34.4	111	35.2
	No	44	23.4	48	26.1	66	25.7	83	29.1	83	30.1	103	32.7

VARIABLE 581

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools		1		2		3		4		5		6	
		#	%	#	%	#	%	#	%	#	%	#	%
VAR 382	Yes	10	20.8	14	34.1	21	35.6	29	39.2	25	39.1	28	34.1
	Don't Know	27	56.3	18	43.9	29	49.2	31	41.9	30	46.9	45	54.9
	No	11	22.9	9	22.0	9	15.3	14	18.9	9	14.1	9	11.0
VAR 383	Yes	14	29.2	16	39.0	21	35.6	32	43.2	27	42.2	34	41.5
	Don't Know	26	54.2	14	34.1	26	44.1	27	36.5	28	43.8	39	47.6
	No	8	16.7	11	26.8	12	20.3	15	20.3	9	14.1	9	11.0
VAR 384	Yes	13	27.1	14	34.1	12	20.3	34	46.6	24	37.5	38	46.3
	Don't Know	20	41.7	17	41.5	36	61.0	24	32.9	34	53.1	35	42.7
	No	15	31.3	10	24.4	11	18.6	15	20.5	6	9.4	9	11.0
VAR 385	Yes	21	43.8	20	48.8	25	42.4	42	56.8	27	42.9	44	54.3
	Don't Know	17	35.4	10	24.4	26	44.1	19	25.7	28	44.4	28	34.6
	No	10	20.8	11	26.8	8	13.6	13	17.6	8	12.7	9	11.1
TOTAL VAR 581	Yes	58	30.2	64	39.0	79	33.5	137	46.4	103	40.4	144	44.0
	Don't Know	90	41.9	59	36.0	117	49.6	101	34.2	120	47.1	147	45.0
	No	44	22.9	41	25.0	40	17.0	57	19.3	32	12.6	36	11.0

Composite Variable (585)

Subscales (586 - 587)

The tables present frequencies and percents, as means would not be interpretable. Again, the "lowered grade" item was eliminated. Also, after looking at the frequencies, it was decided that seven response categories were not necessary. A more sensible way to look at the data was to combine response options 1 and 2, and 3 and 4.

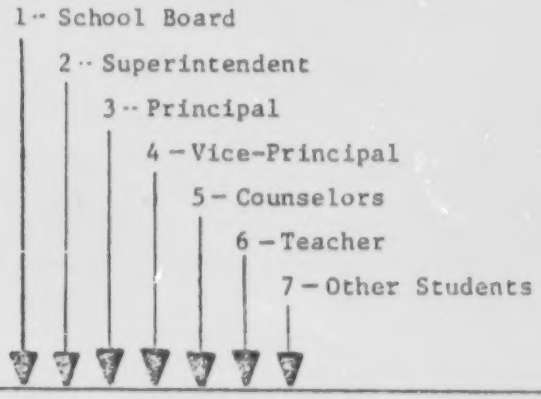
Overall, it appears that the principal and vice-principal play very important roles if a person has been accused; and counselors play the important role if someone has been punished. They apparently help in getting students back into the school, either literally, or figuratively in terms of helping them deal with whatever the problem was.

Finally, some of the "accused" items appeared on each form, and some of the "has been punished" items appeared on each form. It was decided that this split was not necessary, so all of the items dealing with the same thing are now on the same form (i.e., two items were traded from one form to the other).

Composite Variable (585): Who Students Go To For Help

Subscales

(586) Who Students Go To For Help If Accused



088A16	1 2 3 4 5 6 7	30-3.	If a student has been accused of committing an act (violating a rule) which could lead to suspension
089A16		31-4.	If a student has been accused of committing an act (violating a rule) which could lead to a lowered grade
388B16		30-3.	If a student has been accused of committing an act (violating a rule) which could lead to expulsion
389B16		31-4.	If a student has been accused of committing an act (violating a rule) which could lead to a penalty

(587) Who Students Go To For Help If Punished and Innocent

086A16	1 2 3 4 5 6 7	28-1.	If a student has been expelled and yet thinks he/she is innocent
087A16		29-2.	If a student has been penalized and yet thinks he/she is innocent
386B16		28-1.	If a student has been suspended and yet thinks he/she is innocent
387B16		29-2.	If a student has had a grade lowered and yet thinks he/she is innocent

VARIABLE 586

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools	1		2		3		4		5		6	
	#	%	#	%	#	%	#	%	#	%	#	%
VAR 088												
School Board	3	6.5	0	0	3	5.1	2	3.0	0	0	2	2.6
Superintendent	1	2.2	3	7.0	0	0	1	1.5	1	1.6	0	0
Principal	5	10.9	16	37.2	17	28.8	33	49.3	10	15.6	14	18.2
Vice Principal	20	43.5	0	0	8	13.6	11	16.4	11	17.2	21	27.3
Counselors	8	17.4	9	20.9	26	44.1	12	17.9	28	43.8	33	42.9
Teacher	3	6.5	11	25.6	3	5.1	2	3.0	7	10.9	2	2.6
Other Students	6	13.0	4	9.3	2	3.4	6	9.0	7	10.9	5	6.5
VAR 089												
School Board	1	2.2	0	0	0	0	0	0	0	0	2	2.8
Superintendent	0	0	0	0	0	0	0	0	0	0	1	1.4
Principal	5	11.1	3	6.8	3	5.2	7	10.3	3	4.6	2	2.8
Vice Principal	3	6.7	0	0	2	3.4	4	5.9	3	4.6	4	5.6
Counselors	8	17.8	6	13.6	11	19.0	11	16.2	16	24.6	23	31.9
Teacher	21	46.7	31	70.5	40	69.0	39	57.4	35	53.8	36	50.0
Other Students	7	15.6	4	9.1	2	3.4	7	10.3	8	12.3	4	5.6
VAR 388												
School Board	3	6.5	6	16.2	2	3.6	4	5.6	3	5.0	5	6.3
Superintendent	0	0	2	5.4	2	3.6	6	8.5	3	5.0	1	1.3
Principal	10	21.7	14	37.8	12	21.4	29	40.8	20	33.3	24	30.4
Vice Principal	19	41.3	1	2.7	14	25.0	17	23.9	8	13.3	19	24.1
Counselors	8	17.4	6	16.2	19	33.9	6	8.5	20	33.3	24	30.4
Teacher	1	2.2	4	10.8	4	7.1	4	5.6	2	3.3	1	1.3
Other Students	5	10.9	4	10.8	3	5.4	5	7.0	4	6.7	5	6.3

VARIABLE 586

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools	1		2		3		4		5		6	
	#	%	#	%	#	%	#	%	#	%	#	%
VAR 389												
School Board	0	0	2	5.4	0	0	2	2.9	2	3.3	0	0
Superintendent	1	2.2	1	2.7	2	3.6	1	1.4	1	1.7	1	1.2
Principal	5	10.9	10	27.0	8	14.3	24	34.3	7	11.7	10	12.2
Vice Principal	15	4.3	0	0	19	33.9	20	28.6	12	20.0	20	24.4
Counselors	12	26.1	11	29.7	19	33.9	7	10.0	26	43.3	39	47.6
Teacher	9	19.6	6	16.2	6	10.7	11	15.7	9	15.0	8	9.8
Other Students	4	8.7	7	18.9	2	3.6	5	7.1	3	5.0	4	4.9
TOTAL VAR 586												
School Board	7	3.8	8	5.0	5	2.2	8	2.9	5	2.0	9	3.0
Superintendent	2	1.1	6	3.7	4	1.8	8	2.9	5	2.0	3	1.0
Principal	25	13.7	43	26.7	40	17.5	93	33.7	40	16.1	50	16.4
Vice Principal	57	31.2	1	0.6	43	18.8	52	18.8	34	13.7	64	21.0
Counselors	36	19.7	32	19.9	75	32.8	36	13.0	90	36.1	114	37.4
Teacher	34	18.6	52	32.3	53	23.1	56	20.3	53	21.3	47	15.4
Other Students	22	12.0	19	11.8	9	3.9	23	8.3	22	8.8	18	5.9

VARIABLE 587

Items \ Schools	1		2		3		4		5		6	
	#	%	#	%	#	%	#	%	#	%	#	%
VAR 086												
School Board	6	13.0	4	8.9	8	13.1	10	14.9	8	12.3	9	12.0
Superintendent	2	4.3	3	6.7	3	4.9	2	3.0	3	4.6	1	1.3
Principal	6	13.0	13	28.9	15	24.6	20	29.9	11	16.9	10	13.3
Vice Principal	11	23.9	1	2.2	1	1.6	7	10.4	4	6.2	5	6.7
Counselors	11	23.9	13	28.9	27	44.3	16	23.9	26	40.0	46	61.3
Teacher	4	8.7	8	17.8	3	4.9	4	6.0	3	4.6	1	1.3
Other Students	6	13.0	3	6.7	4	6.6	8	11.9	10	15.4	3	4.0
VAR 087												
School Board	3	6.7	1	2.3	2	3.2	3	4.5	1	1.5	3	3.9
Superintendent	1	2.2	2	4.5	1	1.6	2	3.0	2	3.1	1	1.3
Principal	4	8.9	13	29.5	16	25.4	20	29.9	2	3.1	6	7.8
Vice Principal	11	24.4	2	4.5	9	14.3	11	16.4	8	12.3	15	19.5
Counselors	7	15.6	11	25.0	27	42.9	16	23.9	32	49.2	40	51.9
Teacher	12	26.7	9	20.5	6	9.5	6	9.0	10	15.4	7	9.9
Other Students	7	15.6	6	13.6	2	3.2	9	13.4	10	15.4	5	6.5
VAR 386												
School Board	4	8.7	4	9.8	6	10.7	10	13.7	5	7.7	5	6.3
Superintendent	3	6.5	2	4.9	2	3.6	1	1.4	3	4.6	2	2.5
Principal	5	10.9	13	31.7	7	12.5	27	37.0	6	9.2	14	17.7
Vice Principal	11	23.9	0	0	6	10.7	9	12.3	6	9.2	9	11.4
Counselors	12	26.1	9	22.0	27	48.2	14	19.2	32	49.2	39	49.4
Teacher	5	10.9	9	22.0	2	3.6	5	6.8	5	7.7	3	3.8
Other Students	6	13.0	4	9.8	6	10.7	7	9.6	8	12.3	7	8.9

VARIABLE 587

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools	1		2		3		4		5		6	
	#	%	#	%	#	%	#	%	#	%	#	%
VAR 387												
School Board	0	0	3	7.5	0	0	2	2.9	1	1.6	1	1.2
Superintendent	1	2.1	0	0	0	0	0	0	3	4.8	0	0
Principal	4	8.3	3	7.5	2	3.4	12	17.1	1	1.6	5	6.3
Vice Principal	5	10.4	1	2.5	1	1.7	3	4.3	2	3.2	5	6.3
Counselors	8	16.7	8	20.0	17	29.3	16	22.9	18	28.6	23	28.8
Teacher	28	58.3	23	57.5	35	60.3	34	48.6	36	57.1	45	56.3
Other Students	2	4.2	2	5.0	3	5.2	3	4.3	2	3.2	1	1.2
TOTAL VAR 587												
School Board	13	7.1	12	7.1	16	6.7	25	9.0	15	5.8	18	5.8
Superintendent	7	3.8	7	4.1	6	2.5	5	1.8	11	4.3	4	1.3
Principal	19	10.4	42	24.9	40	16.8	79	28.5	20	7.8	35	11.3
Vice Principal	38	20.8	4	2.4	17	7.1	30	10.8	20	7.8	34	10.9
Counselors	38	20.8	40	23.7	98	41.2	62	22.4	108	41.9	148	47.6
Teacher	47	25.7	49	29.0	46	19.3	49	17.7	54	20.9	56	18.0
Other Students	21	11.5	15	8.9	15	6.3	27	9.8	30	11.6	16	5.1

Composite Variable (590), (591), (592)

No table was produced for these questions, as 590 worked fine, and Variables 591 and 592 were uninterpretable. After some consideration it was determined that the difficulties with 591 and 592 were not easily overcome. Seniors appeared to be the only ones who could not take the course again, so 591 gave us little additional information. And, depending on the time of year at which the questionnaire was given, the period of time a student would have to wait to take the course again would vary. What we really wanted was "the period of time the student would have had to have waited had he/she not taken the course when he/she started to take this one". But this was very confusing. Students in a course would have to think how long they would have had to wait had they not taken it.

Instead, it was decided to transfer questions 591 and 592 to the adult instrument, and reword them there so that someone who had school-wide information could tell us how many courses are repeated every quarter, how many every semester, and how many only once a year or less.

Question 590 has been retained, as is.

Composite Variable (590): How Did Student Come to Take the Course He/She is In

090A17 & 390B17

32-1. I don't know. I just found this on my schedule
2. It was required
3. I selected it by myself; I wanted to take it
4. I was advised to take it, and selected it for that reason
5. I selected a different course, but I was placed here in spite of that

---

Composite Variable (591): Student's Ability to Take Course at a Later Time

112A21 & 412B21

54-1. Yes
2. No

Composite Variable (592): Elapsed Time Before Student Could Take Course Again

113A21 & 413B21

55-1. Nine weeks (a quarter) or less
2. A semester
3. A year
4. I would never get another chance

Composite Variable (595)

Subscales (596 - 599)

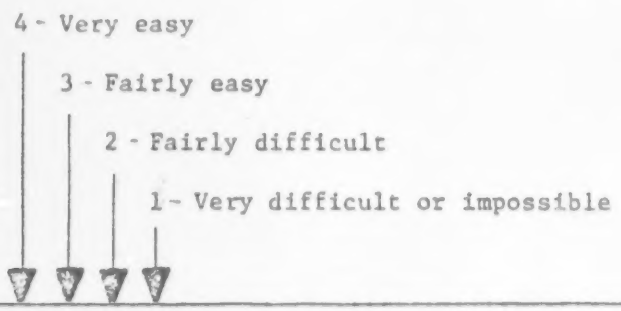
As Table 595 shows, a number of items did not pick up significant differences across schools. Questions 099, 399, and 400 were eliminated for these reasons.

Items with significance levels under .10 were generally retained. Several, in addition, seemed particularly sensitive to changes caused by the new Oregon graduation requirements (e.g., questions 100, 105. and 405). Question 102 was the only one retained which was not even close to picking up some significant differences between schools. But it seemed one of the ones most likely to change if competency-based instruction actually becomes widely implemented.

Composite Variable (595): School Flexibility w.r.t. Selection

Subscales

(596) Importance of Prerequisites in Selection



103A19	4	3	2	1	45-7.	Take any combination of courses you like, in whatever sequence pleases you
397B19					39-1.	Take a course even if you haven't had all of the prerequisites (the courses you are supposed to have had which lead up to it)

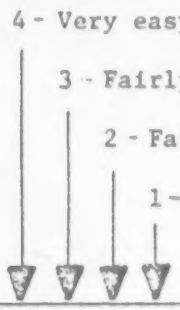
(597) Capacity to Take/Create Unusual Courses

097A19	4	3	2	1	39-1.	Take a course with students at least a grade ahead of you (older)
098A19					40-2.	Get into the same course where all your friends are
099A19					41-3.	Take a course which is mostly taken by students of the opposite sex
398B19					40-2.	Take a course by choice with students at least a grade younger than yourself
399B19					41-3.	Take a course that your parents don't want you to take

Composite Variable (595): School Flexibility w.r.t. Selection

Subscales

(598) Flexibility of the Selection Rules



100A19	42-4.	Not have to take a course if you can show that you know all the material which will be covered. For example, get credit for the course if you pass an exam, rather than taking the whole course
104A19	46-8.	Have a new section of a course created if enough students want it
105A19	47-9.	Voluntarily take a course over again if you once fail it (or do very poorly in it)
400B19	42-4.	Not have to take a course over again if you once fail it
402B19	44-6.	Repeat just the part of a course you had trouble with or need to improve in
403B19	45-7.	Switch to a different course in the same subject if the course you're in now seems either too easy or too hard
404B19	46-8.	Switch to a different subject once the course has started if the course seems uninteresting
405B19	47-9.	Create a new course if enough students want it

(599) Factors a Student Can Select About Class

101A19	43-5.	Choose exactly the teacher you want in each course
102A19	44-6.	Choose the content and the kind of teaching that interests you in a course
401B19	43-5.	Participate in some useful out-of-school work activity during school time and get credit for it

TABLE 595 - 599

MEANS AND SIGNIFICANCE LEVELS ACROSS SCHOOLS
BY ITEM AND SUBSCALE

Items and Subscales / School	1	2	3	4	5	6	TOTAL	SIGNIFICANCE LEVEL F PROBABILITY ACROSS SCHOOLS
	MEAN	MEAN	MEAN	MEAN	MEAN	MEAN	MEAN	
103	1.87	2.40	2.46	2.37	2.47	2.64	2.40	.001
397	2.46	2.44	1.86	2.04	2.18	1.90	2.10	.000
(596) TOTAL	2.17	2.42	2.17	2.20	2.33	2.26	2.25	.240
097	2.68	2.91	3.09	2.79	2.81	2.82	2.85	.075
098	2.74	2.65	2.91	2.79	2.36	2.84	2.72	.003
099	2.43	2.78	2.68	2.68	2.79	2.61	2.67	.254
398	2.82	2.90	3.22	2.82	2.89	2.99	2.94	.051
399	2.55	2.64	2.86	2.77	2.74	2.70	2.72	.511
(597) TOTAL	2.65	2.78	2.97	2.78	2.73	2.80	2.79	.004
100	1.98	2.20	2.15	1.94	2.16	1.80	2.02	.096
104	2.31	2.36	2.56	2.25	2.28	2.11	2.30	.056
105	2.87	3.16	2.69	2.97	2.83	2.75	2.86	.085
400	2.17	2.14	2.49	2.08	2.12	2.28	2.22	.205
402	2.65	2162	2.85	2.22	2.38	2.17	2.44	.000
403	2.37	2.56	2.98	2.63	2.67	2.72	2.67	.002
404	2.35	2.62	2.59	2.52	2.08	2.39	2.42	.006
405	1.98	2.21	2.26	2.17	2.11	1.86	2.08	.059
(598) TOTAL	2.35	2.49	2.53	2.37	2.37	2.26	2.38	.001
101	2.00	2.43	2.11	2.37	1.85	2.77	2.28	.000
102	2.24	2.11	2.13	2.10	2.08	2.20	2.14	.908
401	2.40	2.83	3.08	2.69	2.70	2.75	2.74	.003
(599) TOTAL	2.26	2.54	2.58	2.46	2.32	2.61	2.47	.005
(595) GRAND TOTAL	2.38	2.54	2.60	2.47	2.41	2.46	2.48	.003

Composite Variable (605)

Subscales (606 - 609)

As Table 605-609 shows, none of the first four items seem to make any particular difference. Selection is not much affected by Associations, and what effect there is is similar across the six schools. However, eliminating all four seemed unwise, as the subscale is one of interest to many. Since 092 and 396 seemed to pick up almost identical results, we eliminated 092 and retained the one referring to "wealth". And, we eliminated 093 because it had the least significant results.

Of the others, we eliminated 095 and 391 strictly for reasons of not picking up significant differences, given that we needed to eliminate some of the items. 091 and 393, while not clearly significant, were retained to maintain two-item subscales.

In each of these cases eliminating these items should increase the degree to which the subscales and the scale itself distinguishes among schools.

TABLE 605 - 609

MEANS AND SIGNIFICANCE LEVELS ACROSS SCHOOLS
BY ITEM AND SUBSCALE

Items and Subscales / School		1	2	3	4	5	6	TOTAL	SIGNIFICANCE LEVEL F PROBABILITY ACROSS SCHOOLS
		MEAN	MEAN	MEAN	MEAN	MEAN	MEAN	MEAN	
	092	1.89	1.89	1.95	1.92	1.99	1.94	1.93	.538
	093	1.74	1.85	1.80	1.78	1.83	1.76	1.79	.799
	394	1.90	1.86	1.90	1.77	1.88	1.90	1.87	.403
	396	1.88	1.93	1.97	1.89	1.95	1.96	1.93	.479
(606)	TOTAL	1.85	1.89	1.90	1.84	1.91	1.89	1.88	.332
	095	1.79	1.91	1.88	1.90	1.91	1.83	1.87	.492
	096	1.51	1.59	1.55	1.56	1.68	1.42	1.55	.100
	395	1.80	1.71	1.73	1.58	1.77	1.72	1.71	.213
(607)	TOTAL	1.72	1.73	1.72	1.65	1.78	1.68	1.71	.217
	091	1.49	1.68	1.58	1.46	1.72	1.56	1.58	.110
	094	1.53	1.70	1.76	1.74	1.75	1.47	1.66	.004
(608)	TOTAL	1.51	1.69	1.67	1.61	1.74	1.51	1.62	.015
	391	2.02	1.98	2.05	1.95	2.00	1.96	1.99	.618
	392	1.94	2.10	2.00	1.91	1.98	1.99	1.98	.007
	393	1.69	1.88	1.85	1.77	1.94	1.85	1.83	.134
(609)	TOTAL	1.89	1.98	1.97	1.88	1.96	1.93	1.93	.037
(605)	GRAND TOTAL	1.76	1.84	1.83	1.77	1.86	1.78	1.81	.012

Composite Variable (605): How Characteristics of Students Affect Selection

Subscales

(606) Inequitability in Selection Due to Associations

1 - Easier - This would make it easier for the student to get in

2 - No Difference - This would make no difference on the chances of the student getting in

3 - Harder - This would make it harder for the student to get in

092A18	1	2	3	34-2.	If the student's parents were better known in the community
093A18				35-3.	If the student's older brothers or sisters had done well in school
394B18				36-4.	If the student's friends were well-regarded by the staff in the school, rather than not well-regarded
396B18				38-6.	If the student's parents were wealthy, rather than poor

(607) Inequitability in Selection Due to Student's Attitude, Personality

095A18	1	2	3	37-5.	If the student were well known in school
* 096A18				38-6.	If the student tended to upset and antagonize people, rather than get along well with them
395B18				37-5.	If the student had a more adult attitude about school, rather than a childish one

(608) Inequitability in Selection Due to Age, Performance

* 091A18	1	2	3	33-1.	If the student were younger (freshman or sophomore) rather than older (junior or senior)
* 094A18				36-4.	If the student's grades were pretty low, rather than pretty high

(609) Inequitability in Selection Due to Ascriptive Characteristics

391B18	1	2	3	33-1.	If the student were a boy rather than a girl
* 392B18				34-2.	If the student were non-white rather than white
* 393B18				35-3.	If the student were one of the less intelligent students in the school, rather than one of the more intelligent

* Means Reverse the Scores

Composite Variable (610)

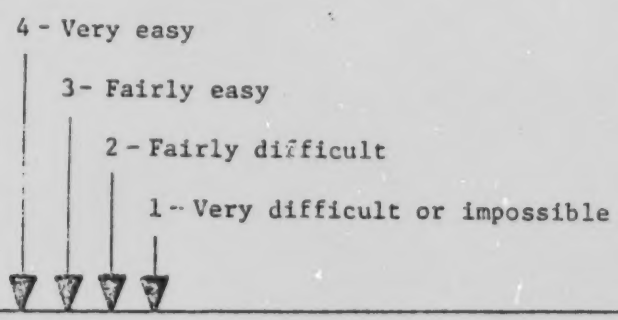
Subscales (611 - 615)

In trying to select items to eliminate an attempt was made to retain two-item subscales if possible. Item 409 was eliminated; it did not pick up significant differences while the other two in that subscale did. Of the four in subscale 613, three could have been eliminated for reasons of non-significance. After considering the content of the items, it was decided to eliminate 107 and 408. 107 was similar in content (opposite) to 108; 408 seemed a rather bizarre reason for wanting to switch, one rarely used. On the other hand, even though 407 was less significant, it appeared to be the kind of item that might be sensitive to competency-based graduation requirements - students under a competency-based system might be more easily able to switch if they are failing. Finally, 615 was eliminated. It was a single-item subscale, and it was not significant in terms of differences among schools. Probably, as the high means suggest, parental objections carry a lot of weight in any school.

Composite Variable (610): Ease of Switching Courses

Subscales

(611) Ease of Switching, Job Related Reasons



110A20	4 3 2 1	52-5. I want to leave school earlier in the day to get a job
411B20		53-6. Another course would better prepare me for the type of occupation I eventually want to have

(612) Ease of Switching, Personality

106A20	4 3 2 1	48-1. Can't get along with other students
406B20		48-1. Personality conflict with teacher

(613) Ease of Switching, Interest

109A20	4 3 2 1	51-4. Another course seems more interesting
409B20		51-4. Dislike the subject
410B20		52-5. My friends are in another course

(614) Ease of Switching, Nature of Course Work

107A20	4 3 2 1	49-2. Course is too easy
108A20		50-3. Too much work required, even though I'm doing well in the course
407B20		49-2. Failing or nearly failing course
408B20		50-3. The teacher is not doing a very good job of teaching the course

(615) Ease of Switching, Parental Objections

111A20	4 3 2 1	53-6. My parents are upset with some of the things we've been studying

TABLE 610 - 615

MEANS AND SIGNIFICANCE LEVELS ACROSS SCHOOLS
BY ITEM AND SUBSCALE

Items and Subscales / School		1	2	3	4	5	6	TOTAL	SIGNIFICANCE LEVEL F PROBABILITY ACROSS SCHOOLS
		MEAN	MEAN	MEAN	MEAN	MEAN	MEAN	MEAN	
	110	2.36	2.67	2.83	2.83	2.45	2.55	2.63	.005
	411	3.00	2.78	3.09	3.12	2.70	2.98	2.96	.023
(611)	TOTAL	2.70	2.72	2.95	2.98	2.57	2.78	2.79	.000
	106	2.24	2.65	2.36	2.26	2.06	2.52	2.34	.002
	406	2.53	2.71	2.55	2.46	2.40	2.55	2.52	.438
(612)	TOTAL	2.39	2.68	2.45	2.36	2.22	2.53	2.43	.001
	109	2.15	2.44	2.28	1.97	1.83	2.11	2.11	.003
	409	2.18	2.38	2.23	2.20	2.02	2.29	2.21	.284
	410	1.61	2.15	1.83	1.51	1.43	1.54	1.64	.000
(613)	TOTAL	2.02	2.36	2.16	1.91	1.78	2.00	2.02	.000
	107	2.85	2.81	2.71	2.79	2.52	2.50	2.68	.135
	108	1.94	2.32	1.97	1.73	1.76	1.99	1.93	.002
	407	2.55	2.52	2.68	2.46	2.61	2.65	2.58	.660
	408	2.18	2.50	2.37	2.19	2.20	2.27	2.27	.308
(614)	TOTAL	2.38	2.54	2.43	2.29	2.27	2.36	2.37	.061
	111								
(615)	TOTAL	2.93	3.11	3.05	2.84	2.80	2.82	2.91	.250
(610)	GRAND TOTAL	2.38	2.59	2.50	2.37	2.25	2.39	2.40	.000

Composite Variables (600), (616), (617)

The tables for 600, 616, and 617 are frequency distributions and percentages. The results are impressive. There appears to be big differences between schools with respect to the percentages who were talked out of taking courses, and with respect to the people who talk students out of courses. Therefore, the decision was made to keep all of the items.

Two changes were made. Item 419 was one of five options along with items 415 - 418. It was thought that it would best be combined with Composite Variable 600 and the list of questions is prepared this way. It now appears upon looking at the data that the best way to deal with it would be to consider it a part of Composite Variable 617. This does not necessitate any change in the instrument, only in which questions are combined.

Also, item 120 was eliminated, and the instructions changed slightly to have students pick the one from the list who most influenced them. There is no way to get at who the "others" are in any large study, and there was no consistent category in this study.

Composite Variable (600): Students Talked Out of Taking Courses

Have you ever wanted to take a course but been talked out of it?

114A22		56-1.	Yes
		2.	No
419B22	1(Yes) 2(No)	61-5.	I was talked out of taking the course I wanted

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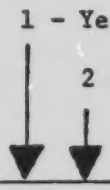
Composite Variable (616): Who Talks Students Out of Classes They Want



115A22	1 2	57-1.	Parents
116A22		58-2.	Friend
117A22		59-3.	Principal or Vice-Principal
118A22		60-4.	Teacher
119A22		61-5.	Counselor
120A22		62-6.	Other (Explain)

Composite Variable (617): Reasons for a Student Not Taking a Course He/She Wanted

415B22	1 2	57-1.	I couldn't schedule what I wanted
416B22		58-2.	I didn't have the prerequisites for the course
417B22		59-3.	The course was full by the time my name came up
418B22		60-4.	I was denied permission to take the course I wanted

---

VARIABLE 600

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools	1		2		3		4		5		6	
	#	%	#	%	#	%	#	%	#	%	#	%
VAR 114												
Yes	32	69.6	29	61.7	48	73.8	55	76.4	47	68.1	62	78.5
No	14	30.4	18	38.3	17	26.2	17	23.6	22	31.9	17	21.5
VAR 419												
Yes	9	26.5	15	46.9	10	23.8	26	42.6	14	32.6	16	25.4
No	25	73.5	17	53.1	32	76.2	35	57.4	29	67.4	47	74.6
TOTAL VAR 600												
Yes	41	51.3	44	55.7	58	59.8	81	60.9	61	54.5	78	54.9
No	39	48.8	35	44.3	39	40.2	52	39.1	51	45.5	64	45.1

VARIABLE 616

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools		1		2		3		4		5		6	
		#	%	#	%	#	%	#	%	#	%	#	%
VAR 115	Yes	10	31.3	5	15.6	9	25.7	16	33.3	19	45.2	23	42.6
	No	22	68.8	27	84.4	26	74.3	32	66.7	23	54.8	31	57.4
VAR 116	Yes	19	61.3	18	54.5	24	61.5	34	68.0	31	70.5	48	80.0
	No	12	38.7	15	45.5	15	38.5	16	32.0	13	29.5	12	20.0
VAR 117	Yes	10	35.7	0	0	2	5.7	5	10.6	1	2.7	6	12.2
	No	18	64.3	31	100.0	33	94.3	42	89.4	36	97.3	43	87.8
VAR 118	Yes	17	56.7	19	57.6	23	60.5	10	21.3	12	30.0	7	14.6
	No	13	43.3	14	42.4	15	39.5	37	78.7	28	70.0	41	85.4
VAR 119	Yes	13	41.9	15	46.9	22	51.2	45	83.3	23	56.1	35	63.6
	No	18	58.1	17	53.1	21	48.8	9	16.7	18	43.9	20	36.4
VAR 120	Yes	3	15.0	2	10.0	9	28.1	1	3.7	9	36.0	4	14.3
	No	17	85.0	18	90.0	23	71.9	26	96.3	16	64.0	24	85.7
TOTAL VAR 616	Yes	72	41.9	59	32.6	89	40.1	111	40.7	95	41.5	123	41.8
	No	100	58.1	122	67.4	133	59.9	162	59.3	134	58.5	171	58.2

VARIABLE 617

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools		1		2		3		4		5		6	
		#	%	#	%	#	%	#	%	#	%	#	%
VAR 415	Yes	24	61.5	18	56.3	25	58.1	47	71.2	24	54.5	32	50.8
	No	15	38.5	14	43.8	18	41.9	19	28.8	20	45.5	31	49.2
VAR 416	Yes	17	48.6	9	31.0	26	60.5	24	39.3	7	16.3	12	18.8
	No	18	51.4	20	69.0	17	39.5	37	60.7	36	83.7	52	81.9
VAR 417	Yes	16	43.2	19	57.6	32	72.7	43	69.4	31	64.6	53	80.3
	No	21	56.8	14	42.4	12	27.3	19	30.6	17	35.4	13	19.7
VAR 418	Yes	12	34.3	12	41.4	9	21.4	14	23.3	6	14.0	12	19.4
	No	23	65.7	17	58.6	33	78.6	46	76.7	37	86.0	50	80.6
TOTAL VAR 617	Yes	69	47.3	58	47.2	92	53.5	128	51.4	68	38.2	109	42.7
	No	77	52.7	65	52.8	80	46.5	121	48.6	110	61.8	146	57.3

Composite Variables (618), (619)

The data tables present the frequencies and percentages of responses to each question. Based on the data all of the arguments listed for convincing a student not to take a course were used a fair number of times, and there were fairly large differences between schools, so all were retained. Each of the groups listed under 619 also appear to have affected at least some students, except for 426. Here the "No influence" category seemed so large that it was dropped.

Composite Variable (618): Which Arguments Were Used to Convince a Student Not to Take a Course

1 Very convincing

2 Somewhat convincing

3 Not convincing

4 Not used

121A22	1	2	3	4	63-1.	I would do poorly in the course
122A22					64-2.	It wouldn't help me be what I wanted to be
123A22					65-3.	The teacher dislikes people like me
124A22					66-4.	People like me generally don't take this kind of course
125A22					67-5.	The teacher is not a good teacher
126A22					68-6.	The course is not a good course

Composite Variable (619): How Did Outside Groups Affect Whether a Student Got Into a Class

3 Made the decision, or had to approve the decision, for me to take the course

2 Gave me advice about whether or not to take this course

1 Had no influence (or I don't know of any)

420B22	3	2	1	62-1.	The teacher of this class
421B22				63-2.	Principal or Vice-Principal
422B22				64-3.	Guidance Counselors
423B22				65-4.	Other Students
424B22				66-5.	Parents
425B22				67-6.	Other Teachers
426B22				68-7.	Other Adults

VARIABLE 618

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools	1		2		3		4		5		6	
	#	%	#	%	#	%	#	%	#	%	#	%
VAR 121												
Very convincing	9	34.6	8	36.4	8	32.0	14	35.9	11	37.9	13	31.7
Somewhat convincing	11	42.3	10	45.5	14	56.0	21	53.8	14	48.3	15	36.6
Not convincing	6	23.1	4	18.2	3	12.0	4	10.3	4	13.8	13	31.7
VAR 122												
Very convincing	13	48.1	4	18.2	15	36.6	12	25.0	12	34.3	13	28.3
Somewhat convincing	7	25.9	7	31.8	19	46.3	21	43.8	15	42.9	19	41.3
Not convincing	7	25.9	11	50.0	7	17.1	15	31.3	8	22.9	14	30.4
VAR 123												
Very convincing	10	50.0	4	23.5	9	39.1	8	36.4	7	28.0	14	42.4
Somewhat convincing	6	30.0	8	47.1	10	43.5	11	50.0	11	44.0	10	30.3
Not convincing	4	20.0	5	29.4	4	17.4	3	13.6	7	28.0	9	27.3
VAR 124												
Very convincing	16	66.7	13	59.1	13	52.0	22	78.6	11	45.8	18	45.0
Somewhat convincing	6	25.0	6	27.3	9	36.0	5	17.9	11	45.8	16	40.0
Not convincing	2	8.3	3	13.6	3	12.0	1	3.6	2	8.3	6	15.0
VAR 125												
Very convincing	7	35.0	6	31.6	10	40.0	9	27.3	10	32.3	13	28.3
Somewhat convincing	9	45.0	8	42.1	13	52.0	16	48.5	10	32.3	26	56.5
Not convincing	4	20.0	5	26.3	2	8.0	8	24.2	11	35.5	7	15.2

VARIABLE 618

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools	1		2		3		4		5		6	
	#	%	#	%	#	%	#	%	#	%	#	%
VAR 126												
Very convincing	6	23.1	7	31.8	9	25.0	15	32.6	10	32.3	10	18.9
Somewhat convincing	13	50.0	6	27.3	22	61.1	20	43.5	11	35.5	30	56.6
Not convincing	7	26.9	9	40.9	5	13.9	11	23.9	10	32.3	13	24.5
TOTAL												
VAR 618												
Very convincing	61	42.7	42	33.9	64	36.6	80	37.0	61	34.9	81	31.3
Somewhat convincing	52	36.4	45	36.3	87	49.7	94	43.5	72	41.1	116	44.8
Not convincing	30	21.0	37	39.8	24	13.7	42	19.4	42	24.0	62	23.9

VARIABLE 619

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools	1		2		3		4		5		6	
	#	%	#	%	#	%	#	%	#	%	#	%
VAR 420												
1	18	40.9	22	57.9	34	60.7	50	70.4	47	78.3	58	73.4
2	16	36.4	7	18.4	13	23.2	11	15.5	9	15.0	12	15.2
3	10	22.7	9	23.7	9	16.1	10	14.1	4	6.7	9	11.4
VAR 421												
1	28	62.2	30	78.9	50	90.9	61	85.9	53	88.3	74	92.5
2	11	24.4	5	13.2	4	7.3	4	5.6	2	3.3	1	1.2
3	6	13.3	3	7.9	1	1.8	6	8.5	5	8.3	5	6.3
VAR 422												
1	24	53.3	21	55.3	29	52.7	19	26.8	34	56.7	43	53.1
2	18	40.0	14	36.8	16	29.1	39	54.9	22	36.7	31	38.3
3	3	6.7	3	7.9	10	18.2	13	18.3	4	6.7	7	8.6
VAR 423												
1	16	36.4	24	63.2	33	60.0	33	46.5	39	65.0	30	37.5
2	26	59.1	14	36.8	16	29.1	35	49.3	20	33.3	44	55.0
3	2	4.5	0	0	6	10.9	3	4.2	1	1.7	6	7.5
VAR 424												
1	19	43.2	24	63.2	44	80.0	41	57.7	35	58.3	41	51.3
2	21	47.7	12	31.6	10	18.2	27	38.0	19	31.7	29	36.2
3	4	9.1	2	5.3	1	1.8	3	4.2	6	10.0	10	12.5
VAR 425												
1	21	46.7	29	76.3	35	63.6	55	77.5	46	76.7	61	76.3
2	20	44.4	9	23.7	14	25.5	14	19.7	13	21.7	14	17.5
3	4	8.9	0	0	6	10.9	2	2.8	1	1.7	5	6.3

VARIABLE 619

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools	1		2		3		4		5		6	
	#	%	#	%	#	%	#	%	#	%	#	%
VAR 426												
1	23	51.1	32	84.2	49	89.1	58	81.7	52	86.7	62	77.5
2	18	40.0	5	13.2	5	9.1	13	18.3	5	8.3	13	16.2
3	4	8.9	1	2.6	1	1.8	0	0	3	5.0	5	6.3
TOTAL												
VAR 619												
1	149	46.3	182	68.4	274	71.0	317	63.8	306	72.9	369	65.9
2	140	43.5	66	24.8	78	20.2	143	28.8	90	21.4	144	25.7
3	33	10.2	18	6.8	34	8.8	37	7.4	24	5.7	47	8.4

Composite Variables (620), (621), (622)

The tables present the frequency and percentage of responses, by school, to each of the forced-choice items. The data appears particularly powerful. Ipsitive Grading (adjusting grades for ability) is most common, and criterion-referenced grading uncommon. In five of the eighteen cases there were significant differences among classes within a school, and the distributions on these, while not reproduced here, clearly identified which classes emphasized one grading system, and which another. Table 623 presents the same data in an alternative way, and again it shows which combination of grading systems are present in which schools.

The criterion-referenced items, in particular, will be sensitive to the shift to competency-based graduation requirements in the state of Oregon.

All were retained.

Composite Variable (620): Ipsitive Grading (Combined)

127A23 & 427B23	69-1.	The teacher expects everyone to do their best in this class; even if you aren't very smart you will get a high grade as long as you do the best work you possibly can
	2.	Only the students who do the best work in the class will get high grades, even if they don't have to try very hard to do their work

---

Composite Variable (621): Normative Grading (Combined)

128A23 & 428B23	70-1.	The teacher "grades on a curve" in this class so that a certain percentage of students will get high grades, a certain percentage will get low grades, and most students will get about average grades
	2.	The teacher doesn't "grade on a curve" in this class. Everyone who does good work will get a good grade, and if no one does poorly there will be no low grades

---

Composite Variable (622): Criterion Referenced Grading (Combined)

129A23 & 429B23	71-1.	The teacher grades students only on how well they learn the course material; it doesn't matter how hard a student tries or whether other students do better or worse than he/she does. Everyone who learns the course material will get a high grade
	2.	The teacher doesn't <u>just</u> grade on how well students learn the course material. The teacher also takes into account how hard the student works, and whether other students did better or worse

---

VARIABLE 620-622

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools	1		2		3		4		5		6	
	#	%	#	%	#	%	#	%	#	%	#	%
VAR 620 - Ipsitive												
1 - Yes	63	68.5	57	67.1	87	70.7	79 **	56.0	91	73.4	86 *	54.1
2 - No	29	31.5	28	32.9	36	29.3	62	44.0	33	26.6	73	45.9
VAR 621 - Normative												
1 - Yes	36 ***	40.0	20	23.3	11	9.2	37	27.4	49 **	40.2	70 *	44.6
2 - No	54	60.0	66	76.7	108	90.8	98	72.6	73	59.8	87	55.4
VAR 622 - Criterion Referenced												
1 - Yes	39	43.3	29	33.7	36	30.3	51	37.0	39	31.7	44	28.6
2 - No	51	56.7	57	66.3	83	69.7	87	63.0	84	68.3	110	71.4

VAR 620 * Significant Chi Square Within School Between Classrooms = .0060

** Significant Chi Square Within School Between Classrooms = .0281

VAR 621 * Significant Chi Square Within School Between Classrooms = .0021

** Significant Chi Square Within School Between Classrooms = .0000

*** Significant Chi Square Within School Between Classrooms = .0085

VARIABLE (623)--Combined Distribution over 620-622

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

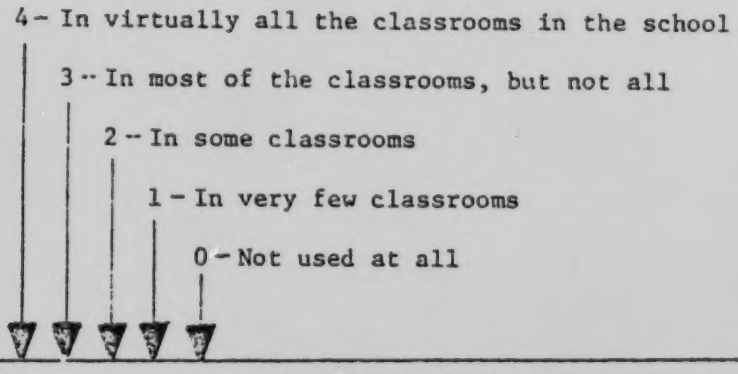
Items \ Schools	1		2		3		4		5		6	
	#	%	#	%	#	%	#	%	#	%	#	%
Ipsitive, Normative, Criterion Ref. 111	11	11.7	5	5.7	3	2.4	4	2.8	8	6.3	3	1.9
Ipsitive + Normative 112	13	13.8	7	8.0	5	4.1	15	10.6	28	21.9	26	16.1
Ipsitive + Criterion Referenced 121	12	12.8	11	12.6	20	16.3	15	10.6	9	7.0	15	9.3
Ipsitive 122	24	25.5	33	37.9	54	43.9	40	28.2	41	32.0	37	23.0
Normative + Criterion Referenced 211	3	3.2	3	3.4	1	0.8	12	8.5	8	6.3	13	8.1
Normative 212	9	9.6	3	3.4	2	1.6	6	4.2	3	2.3	27	16.8
Criterion Referenced 221	11	11.7	8	9.2	11	8.9	19	13.4	12	9.4	13	8.1
Confused 222	5	5.3	13	14.9	21	17.1	21	14.8	7	5.5	18	11.2

Composite Variable (625)

Subscales (626), (627), (628)

As Table 625-628 shows, only one item, 433 (628) showed significant differences across schools; and it picked up no within-school differences. Three of the other five picked up one case of within-school differences, but showed no across-school differences. In general, the set of items did not seem to give much information. Since another question covered some of the same ground, and these questions appeared again to be ones which could perhaps best be asked directly of the staff of a school, the decision was made to drop this entire set of items.

Composite Variable (625): Centralized Control of Methods of Evaluation


4 - In virtually all the classrooms in the school
3 - In most of the classrooms, but not all
2 - In some classrooms
1 - In very few classrooms
0 - Not used at all

430B24	4	3	2	1	0	72-1.	The principal or the School Board determine the method of evaluation. Teachers have no choice
432B24						74-3.	All the courses of one type use one method and all the courses of other types use other methods, regardless of who the teacher happens to be (e.g., all shop courses use letter grades, all academic electives use "pass-fail")

Composite Variable (626): Strong Student Control of Methods of Evaluation

434B24	4	3	2	1	0	76-5.	Students can decide by themselves how they want to be evaluated in a particular course
435B24						77-6.	Students can decide by themselves how they want to be evaluated in a particular course as long as their parents approve

Composite Variable (627): Teacher Decides Method of Evaluation for Whole Class

431B24	4	3	2	1	0	73-2.	Teachers decide which method of evaluation will be used for all students in their class

Composite Variable (628): Students and Teacher Decide Together on Method of Evaluation

433B24	4	3	2	1	0	75-4.	The students and teacher in each class decide together which method will be used for the entire class

TABLE 625 - 628

SIGNIFICANCE LEVELS ACROSS CLASSES WITHIN SCHOOLS,
AND ACROSS SCHOOLS, BY ITEM AND SUBSCALE
WITH SUBSCALE MEANS

Items and Subscales / School	SIGNIFICANCE LEVEL ACROSS CLASSES WITHIN EACH SCHOOL F PROBABILITY						SIGNIFICANCE LEVEL F PROBABILITY ACROSS SCHOOLS	
	1	2	3	4	5	6		
430	.494	.828	.425	.131	.731	.234	.698	(1.95)
432	.476	.188	.752	.008	.860	.230	.409	(2.02)
(625) TOTAL (MEANS)	.183 (1.55)	.711 (1.44)	.908 (1.63)	.318 (1.68)	.609 (1.52)	.915 (1.65)	.775 (1.60)	
434	.025	.889	.928	.027	.890	.198	.279	(1.70)
435	.190	.108	.465	.430	.930	.498	.343	(1.94)
(626) TOTAL (MEANS)	.051 (1.70)	.916 (1.53)	.501 (1.26)	.252 (1.19)	.500 (1.49)	.620 (1.56)	.110 (1.40)	
431	.759	.154	.686	.071	.711	.033		
(627) TOTAL (MEANS)	(2.71)	(3.09)	(2.80)	(2.90)	(2.87)	(2.79)	.615 (2.85)	
433	.583	.964	.570	.526	.557	.742		
(628) TOTAL (MEANS)	(1.97)	(1.93)	(1.94)	(1.41)	(1.91)	(1.70)	.032 (1.79)	

GRAND TOTAL (MEANS)	( )	( )	( )	( )	( )	( )	( )	

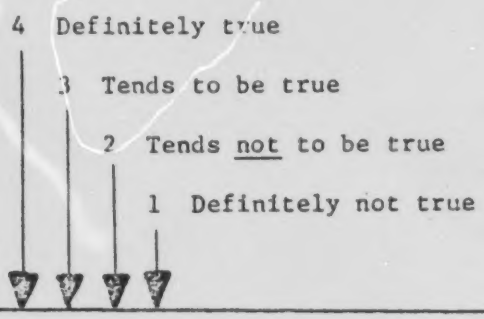
Composite Variables (630), (635)

As Table 630-635 shows, all but one of these items picked up strong across-school differences, and all picked up at least one case of within-school, between-class differences.

Item 029 was examined carefully, but there was nothing apparent in the wording that seemed confusing. Since the subscale itself was very significant, and since the item had picked up one between-classes significant difference, the decision was made to leave it in.

These two subscales are critically important to the changes to competency-based graduation requirements, as those changes should make evaluation more explicit and more formative. Consequently, deleting such items should be done with great care. The decision was to retain them all, as is.

Composite Variable (630): Explicitness of Evaluation



027A07	4 3 2 1	38-1. At the beginning of this course, the teacher made it clear that we would have to be able to perform a certain number of tasks in order to pass
327B07		38-1. Students know in advance what they have to do in order to show that they have mastered a skill

Composite Variable (635): Formativeness of Evaluation

029A07	4 3 2 1	40-3. The teacher usually checks student progress while they are working on an assignment, instead of just waiting until they turn it in to see how they did
031A07		42-5. If a student does poorly on a test or assignment, the student is given a chance to learn the material before he/she begins work on the next unit
329B07		40-3. Whenever we start a new unit of work, the teacher gives us a "test" so students can find out what they already know, and what they still have to learn
331B07		42-5. When students' work is evaluated in this class, the teacher uses the results to help each student find out what he/she hasn't learned

TABLE 630 - 635

SIGNIFICANCE LEVELS ACROSS CLASSES WITHIN SCHOOLS, AND ACROSS SCHOOLS, BY ITEM AND SUBSCALE WITH SUBSCALE MEANS

Items and Subscales / School	SIGNIFICANCE LEVEL ACROSS CLASSES WITHIN EACH SCHOOL F PROBABILITY						SIGNIFICANCE LEVEL F PROBABILITY ACROSS SCHOOLS
	1	2	3	4	5	6	
027	.231	.064	.706	.000	.741	.034	.035
327	.316	.459	.442	.454	.026	.377	.046
(630) TOTAL (MEANS)	.341 (3.05)	.073 (2.84)	.351 (2.88)	.027 (3.08)	.052 (2.86)	.066 (2.86)	.128 (2.93)
029	.670	.273	.107	.296	.005	.642	.605
031	.922	.152	.004	.004	.000	.061	.000
329	.922	.108	.653	.008	.084	.262	.005
331	.407	.986	.787	.615	.170	.017	.016
(635) TOTAL (MEANS)	.995 (2.21)	.019 (2.44)	.112 (2.65)	.031 (2.50)	.079 (2.30)	.030 (2.51)	.000 (2.45)
TOTAL (MEANS)	( )	( )	( )	( )	( )	( )	( )
TOTAL (MEANS)	( )	( )	( )	( )	( )	( )	( )

GRAND TOTAL (MEANS)	( )	( )	( )	( )	( )	( )	( )

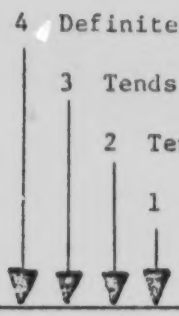
Composite Variable (640), (645)

As the table shows, all four items under the 640 scale were highly significant. It did not seem necessary to retain all four. Examining the within-school significance levels, the first two picked up more within-school variance. Thus they were retained, and items 328 and 334 were eliminated.

Scale 645 had much more difficulty. It is an absolutely critical scale given the changes in the Oregon graduation requirements, and neither of the items picked up significant across-school differences. In fact, each one picked up only one case of within-school differences. Yet, the means were fairly high, indicating it was not a case of non-existence of the phenomenon.

Consequently, items 032 and 332 were extensively revised, to make the two content aspects - as much time as you want, and however you want to learn - stand out more clearly. With the revisions, this scale should pick up significant differences if they exist.

Composite Variable (640): Time-Boundedness of Evaluation



028A07	4	3	2	1	39-2.	Every task assigned has to be done within a specified amount of time
* 034A07					45-8.	Students are required to take a test or complete an assignment or project, but each student decides when to complete it
328B07					39-2.	Students are required to take a test or complete an assignment or project by a certain date. No extensions are granted
* 334B07					45-8.	If students feel they need it, they can usually get additional time to complete a piece of work

Composite Variable (645): Performance-Basedness of Evaluation

032A07	4	3	2	1	43-6.	The important thing in this class is that a student can show he has learned something, not how long it takes him to learn
332B07					43-6.	Students can go about learning the course material in whatever way is best for them, what matters is that they learn the material, not how they do it

* Means Reverse the Scores

TABLE 640 - 645

SIGNIFICANCE LEVELS ACROSS CLASSES WITHIN SCHOOLS, AND ACROSS SCHOOLS, BY ITEM AND SUBSCALE WITH SUBSCALE MEANS

Items and Subscales / School		SIGNIFICANCE LEVEL ACROSS CLASSES WITHIN EACH SCHOOL F PROBABILITY						MEAN VALUE ACROSS SCHOOLS ( ) SIGNIFICANCE LEVEL F PROBABILITY ACROSS SCHOOLS	
		1	2	3	4	5	6		
	028	.156	.014	.199	.000	.033	.010	.000	(2.83)
	034	.884	.387	.505	.001	.000	.556	.000	(2.89)
	328	.194	.730	.671	.499	.116	.850	.000	(2.31)
	334	.309	.960	.694	.216	.009	.185	.000	(2.20)
(640)	TOTAL (MEANS)	.353 (2.69)	.621 (2.56)	.259 (2.09)	.017 (2.70)	.000 (2.49)	.430 (2.79)	.000 (2.56)	
	032	.710	.494	.896	.141	.613	.013	.315	(2.83)
	332	.809	.645	.322	.643	.031	.857	.859	(2.59)
(645)	TOTAL (MEANS)	.514 (2.74)	.273 (2.70)	.580 (2.74)	.113 (2.75)	.057 (2.64)	.225 (2.69)	.922 (2.71)	
	TOTAL (MEANS)	( )	( )	( )	( )	( )	( )	( )	
	TOTAL (MEANS)	( )	( )	( )	( )	( )	( )	( )	
	GRAND TOTAL (MEANS)	( )	( )	( )	( )	( )	( )	( )	

Composite Variable (650)

Subscales (651), (652), (653), (654), (448)

As the table shows, many of the items did not pick up significant differences across schools. With an aim to eliminate approximately five of the items, without destroying any of the subscales, an effort was made to delete the weakest of the items in each subscale.

In the first set, item 444 appeared weakest. It not only was the lease significant across schools, it only picked up one significant difference between classes within a school. The other three either picked up several nearly significant differences within schools, or were nearly significant across schools. So, item 444 was eliminated.

Item 452 was eliminated because of the three; it was clearly the weakest in that subscale. And, its content - tapping department-wide tests - seemed very limited, applicable to only a few school situations.

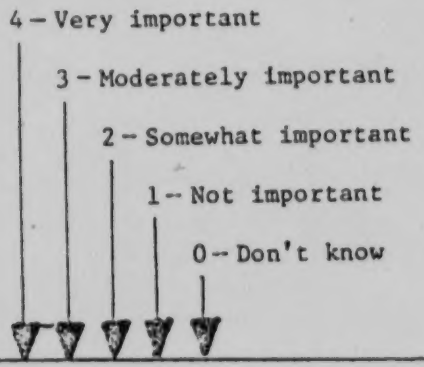
The items under 654 suggest that non-performance criteria are not very important in a student's final evaluation. Three items seemed particularly weak, picking up significant differences neither within schools nor across schools. These were selected for elimination: 148, 150, and 450.

The remaining items will in all probability give more significant differences between schools, and between classrooms within schools.

Composite Variable (650): Importance of Various Kinds of Information in Determining a Final Evaluation

Subscales

(651) Importance of Assignments in Final Evaluation



145A27	4	3	2	1	0	18-2.	Quantity of the student's written homework
146A27						19-3.	Quality of the student's special projects --research reports, term papers, etc.
444B27						17-1.	Quality of the student's written classwork
447B27						20-4.	Quality of the student's written homework

(652) Importance of Class Participation in Final Evaluation

144A27	4	3	2	1	0	17-1.	Quantity of the student's oral participation
446B27						19-3.	Quality of the student's oral participation

(653) Importance of Exams in Final Evaluation

152A27	4	3	2	1	0	25-9.	Scores on school-wide tests
445B27						18-2.	Grades on tests the teacher makes up
452B27						25-9.	Scores on department-wide tests

(654) Importance of Non-Performance Criteria in Final Evaluation

147A27	4	3	2	1	0	20-4.	How well the student gets along with the teacher
148A27						21-5.	How the student behaves in class
149A27						22-6.	How hard the student tries to learn the material
150A27						23-7.	The student's previous record in school
151A27						24-8.	What the student thinks he/she deserves
449B27						22-6.	The student's willingness to help other students
450B27						23-7.	The student's attitude toward this class
451B27						24-8.	How popular or important the student is in school

(955) Importance of Mastery Criteria

448B27	4	3	2	1	0	21-5.	Demonstrated mastery of specific skills by the student

TABLE 650-654, 448

SIGNIFICANCE LEVELS ACROSS CLASSES WITHIN SCHOOLS, AND ACROSS SCHOOLS, BY ITEM AND SUBSCALE WITH SUBSCALE MEANS

Items and Subscales / School	SIGNIFICANCE LEVEL ACROSS CLASSES WITHIN EACH SCHOOL F PROBABILITY						MEAN VALUE ACROSS SCHOOLS ( ) SIGNIFICANCE LEVEL F PROBABILITY ACROSS SCHOOLS
	1	2	3	4	5	6	
145	.381	.040	.041	.003	.052	.231	.165
146	.096	.176	.189	.044	.820	.081	.081
444	.474	.881	.501	.238	.318	.047	.745
447	.577	.806	.617	.001	.057	.060	.519
(651) TOTAL (MEANS)	.060 (2.61)	.142 (2.58)	.010 (2.66)	.003 (2.81)	.047 (2.43)	.009 (2.57)	.032 (2.61)
144	.063	.090	.356	.000	.001	.375	.000
446	.030	.708	.018	.002	.222	.128	.000
(652) TOTAL (MEANS)	.010 (2.25)	.020 (2.46)	.013 (2.57)	.000 (2.62)	.000 (1.83)	.042 (2.24)	.000 (2.33)
152	.399	.572	.342	.363	.118	.352	.022
445	.318	.831	.104	.026	.000	.044	.043
452	.352	.181	.034	.485	.036	.673	.628
(653) TOTAL (MEANS)	.509 (2.44)	.048 (1.90)	.165 (2.02)	.151 (2.25)	.015 (2.12)	.580 (2.37)	.002 (2.10)
147	.208	.008	.571	.774	.137	.487	.729
148	.230	.350	.475	.170	.111	.224	.616
149	.480	.115	.615	.453	.045	.752	.905
150	.362	.407	.888	.575	.151	.922	.161
151	.792	.038	.427	.709	.724	.967	.332
449	.728	.801	.978	.245	.074	.613	.030
450	.360	.415	.701	.235	.302	.725	.103
451	.375	.985	.907	.117	.007	.129	.038
(654) TOTAL (MEANS)	.396 (1.99)	.096 (2.14)	.403 (2.04)	.216 (2.09)	.062 (2.00)	.938 (2.00)	.567 (2.037)
448							
(955) (448) TOTAL (MEANS)	.079 (2.49)	.066 (2.76)	.804 (2.91)	.009 (2.82)	.020 (2.25)	.002 (2.57)	.004 (2.63)
(650) GRAND TOTAL (MEANS)	.366 (2.20)	.090 (2.19)	.788 (2.25)	.079 (2.33)	.632 (2.08)	.110 (2.20)	.027 (2.21)

Composite Variable (655)

Subscales (656 - 659)

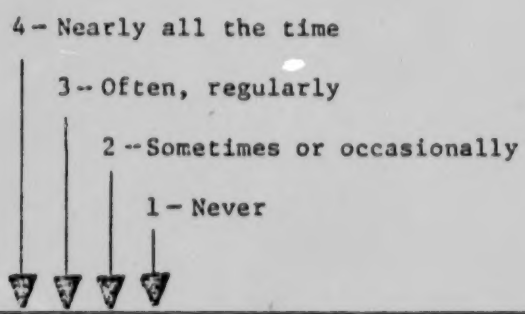
After reviewing this data it was apparent that to eliminate any items would turn some of the subscales into single-item subscales. So, keeping two-item subscales was not considered a criterion. After consideration of the wording of the items, it was possible to combine items 142 with 139, and 143 with 140. This eliminated items 142 and 143. Since the pairs of items addressed similar concerns, combining them seemed appropriate.

Question 141 could have been eliminated based on its statistical results. However, it seemed to tap an important dimension of communicating an evaluation - private conferences - that is likely to become more common as competency-based graduation requirements become implemented. Thus we left it, even though it was relatively uncommon and did not identify differences between schools.

Composite Variable (655): Methods of Communicating an Evaluation to a Student

Subscales

(656) Use of Public, General Methods for Communicating an Evaluation



139A26	4	3	2	1	12-3.	Grades or rank in class posted in class
142A26					15-6.	Each student's grade is read aloud for the class

(657) Use of Public, Specific Methods for Communicating an Evaluation

140A27	4	3	2	1	13-4.	Examples of good or bad work distributed to class
143A27					16-7.	The strengths and weaknesses of a student's work are discussed in front of the whole class

(658) Use of Anonymous, Specific Methods for Communicating an Evaluation

138A27	4	3	2	1	80-2.	Comments or suggestions written on work
141A27					14-5.	Individual conferences, in private, where the quality of the student's work is discussed

(659) Use of Anonymous, General Methods for Communicating an Evaluation

137A27	4	3	2	1	79-1.	Grades written on homework

TABLE 655 - 659

SIGNIFICANCE LEVELS ACROSS CLASSES WITHIN SCHOOLS, AND ACROSS SCHOOLS, BY ITEM AND SUBSCALE WITH SUBSCALE MEANS

Items and Subscales / School		SIGNIFICANCE LEVEL ACROSS CLASSES WITHIN EACH SCHOOL F PROBABILITY						SIGNIFICANCE LEVEL F PROBABILITY ACROSS SCHOOLS	
		1	2	3	4	5	6		
	139	.391	.519	.400	.021	.013	.080	.009	(1.59)
	142	.068	.102	.906	.021	.009	.163	.150	(1.42)
(656)	TOTAL (MEANS)	.069 (1.50)	.108 (1.40)	[illegible] (1.29)	.003 (1.58)	.001 (1.44)	.378 (1.70)	.003 (1.50)	
	140	.076	.076	.159	.065	.203	.014	.897	(1.77)
	143	.024	.354	.902	.009	.146	.569	.533	(1.33)
(657)	TOTAL (MEANS)	.012 (1.59)	.066 (1.51)	.304 (1.50)	.017 (1.56)	.101 (1.55)	.135 (1.57)	.982 (1.55)	
	138	.032	.008	.116	.136	.806	.333	.001	(2.41)
	141	.116	.733	.738	.657	.081	.621	.348	(2.08)
(658)	TOTAL (MEANS)	.036 (2.15)	.084 (2.39)	.490 (2.18)	.104 (2.31)	.749 (2.20)	.485 (2.24)	.597 (2.24)	
	137	.087	.013	.183	.000	.092	.131		
(659)	TOTAL (MEANS)	.087 (2.73)	.013 (3.00)	.183 (2.14)	.000 (3.10)	.092 (2.75)	.131 (3.01)	.000 (2.79)	
(655)	GRAND TOTAL (MEANS)	.002 (1.89)	.167 (1.94)	.156 (1.74)	.004 (2.00)	.047 (1.83)	.147 (2.00)	.012 (1.91)	

Composite Variable (660)

Subscales (661 - 664)

After consideration of the data, it appears that the items are more significant across schools than across classes within schools. Two items could be eliminated based on their across-schools significance, 439 and 441. Of these two, 441 addresses the issue of competency certificates, and thus should not be eliminated with the interest in making the instrument tuned to the changes from the new Oregon graduation requirements. Since the subscale of 439 and 440 was significant as a subscale, it was decided to retain 439 also. Thus, no deletions of items were made in this Composite Variable.

One change was made in the response options. Using a "Yes-No" format meant that within any one class most items would receive a "No" and this confuses the combinations of items. So, it was changed to a set of boxes and a student can check as many as apply.

Composite Variable (660): Variety of School/Class Grading Options--Typology

Subscales

(661) Use of Pass/Fail Grading Options for a Class

1 -- Yes
2 -- No

439B26	1 2	12-3.	A grade of either "pass" or "fail"
440B26		13-4.	A record of either "pass" or "credit", or "no credit"

(662) Use of Grades in Grading Options for a Class

437B26	1 2	79-1.	A letter grade
438B26	1 2	80-2.	A number grade

(663) Use of Competency Certificates

441B26	1 2	14-5.	A record or certificate of "competency" for each skill you have mastered

(664) Use of Written, Subjective Evaluation

442B26	1 2	15-6.	Written evaluation from the teacher

TABLE 660 - 664

SIGNIFICANCE LEVELS ACROSS CLASSES WITHIN SCHOOLS,
AND ACROSS SCHOOLS, BY ITEM AND SUBSCALE
WITH SUBSCALE MEANS

Items and Subscales / School		SIGNIFICANCE LEVEL ACROSS CLASSES WITHIN EACH SCHOOL F PROBABILITY						SIGNIFICANCE LEVEL F PROBABILITY ACROSS SCHOOLS
		1	2	3	4	5	6	
	439	.145	.995	.040	.090	.271	.068	.419 (1.83)
	440	.184	.302	.038	.754	.177	.183	.000 (1.70)
(661)	TOTAL (MEANS)	.024 (1.64)	.739 (1.66)	.008 (1.79)	.530 (1.85)	.108 (1.83)	.224 (1.78)	.005 (1.77)
	437	.566	.631	.522	.328	.299	.694	.000 (1.21)
	438	.107	.193	.590	.259	.256	.365	.000 (1.73)
(662)	TOTAL (MEANS)	.166 (1.39)	.435 (1.49)	.750 (1.51)	.723 (1.51)	.866 (1.50)	.485 (1.50)	.006 (1.49)
	441							
(663) (441)	TOTAL (MEANS)	.798 (1.85)	.004 (1.74)	.369 (1.85)	.306 (1.90)	.375 (1.90)	.153 (1.85)	.396 (1.85)
	442							
(664) (442)	TOTAL (MEANS)	.254 (1.80)	.178 (1.79)	.571 (1.79)	.574 (2.02)	.403 (1.92)	.739 (1.93)	.006 (1.89)
(660)	GRAND TOTAL (MEANS)	.136 (1.62)	.590 (1.64)	.195 (1.71)	.954 (1.77)	.505 (1.76)	.138 (1.73)	.000 (1.71)

Composite Variable (665)

Subscales (666 - 669)

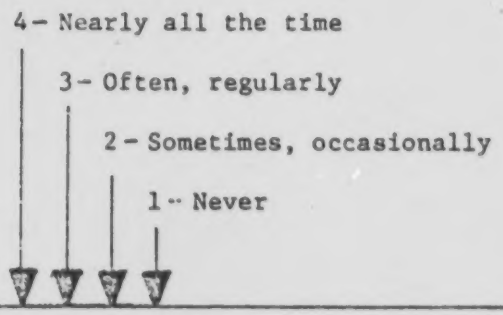
This scale and subscales are likely to be particularly sensitive to the changes to competency-based graduation requirements, as the changes will take some of the responsibility for evaluation off of the teachers. With the exception of 131 (668), all had very low means, implying that they were used very little at the present time. Since the significance levels picked up by the items were probably influenced by the relative rarity of use, it was decided to keep the set of items, to see how they change over time.

One item, 131 (668) focused on the teacher, and predictably this was very high in its mean level. It appears that to more powerfully track movement away from the teacher as the main force for evaluation, item 131 (668) should not be included in the composite index.

Composite Variable (665): Who Does the Evaluating

Subscales

(666) Use of Agents Outside Classroom in Doing Evaluation



132A24	4	3	2	1	74-3.	A person or persons outside the school who is an expert in the work the student has done
133A24					75-4.	A panel of people from the school

(667) Use of Other Students or the Student in Doing Evaluation

130A24	4	3	2	1	72-1.	Other students in the class
134A24					76-5.	The student himself/herself

Composite Variable (668): Use of Teacher in Doing Evaluation

131A24	4	3	2	1	73-2.	The teacher

Composite Variable (669): Use of Parents in Doing Evaluation

135A24	4	3	2	1	77-6.	Parents

TABLE 665 - 669

SIGNIFICANCE LEVELS ACROSS CLASSES WITHIN SCHOOLS,
AND ACROSS SCHOOLS, BY ITEM AND SUBSCALE
WITH SUBSCALE MEANS

Items and Subscales / School	SIGNIFICANCE LEVEL ACROSS CLASSES WITHIN EACH SCHOOL F PROBABILITY						SIGNIFICANCE LEVEL F PROBABILITY ACROSS SCHOOLS	
	1	2	3	4	5	6		
132	.136	.706	.283	.032	.075	.899	.712	(1.58)
133	.003	.281	.012	.197	.011	.634	.807	(1.44)
(666) TOTAL (MEANS)	.019 (1.50)	.563 (1.51)	.060 (1.44)	.018 (1.54)	.023 (1.45)	.864 (1.57)	.886 (1.50)	
130	.429	.081	.870	.038	.400	.712	.238	(1.85)
134	.231	.523	.202	.299	.391	.715	.101	(2.31)
(667) TOTAL (MEANS)	.496 (2.15)	.076 (1.90)	.366 (2.20)	.065 (2.17)	.570 (1.94)	.850 (2.06)	.181 (2.08)	
(668) TOTAL (131) (MEANS)	.097 (2.81)	.066 (3.16)	.471 (3.19)	.225 (3.24)	.026 (3.25)	.142 (3.13)	.236 (3.15)	
(669) TOTAL (135) (MEANS)	.452 (1.66)	.297 (1.56)	.410 (1.50)	.666 (1.80)	.015 (1.55)	.644 (1.81)	.216 (1.66)	
(665) GRAND TOTAL (MEANS)	.206 (1.96)	.262 (1.92)	.361 (1.98)	.291 (2.07)	.603 (1.94)	.954 (2.01)	.543 (1.99)	

Composite Variable (670)

Subscale (671)

The seven items in the top of the scale are a subscale on innovativeness in instruction. The five additional ones on the bottom are merely additional items that are part of 670. They are not a separate subscale themselves.

Because of the parallel forms of the instrument, it was best to delete items in pairs. After consideration of the data 155 was selected for deletion. While it picked up a number of across-classroom within-school differences, these seemed to be rather trivial. The mean value was low, so it was obviously some classes which had some field trips, compared to others which had none. 455 was also deleted. It was significant in only one within-school analysis. Item 156 was a strong candidate for deletion, but there was not another that could be paired with it, so it was not deleted. In its favor 156 did have several very significant across-classroom significances. One additional change was to shift 456 from the subscale to the lower group of items.

There is a difficulty in the analysis of this item, as due to the limitations of time, only a few could be done "nearly all the time" in any given class. That is, the items are not independent. To give one a high rating is to necessarily imply that the others will be much lower. Given this, it may be that combining the items will always make interpretation difficult, and the best way to look at results will be in terms of the modal response for any one class.

Composite Variable (670): Index of Variety of Instructional Approaches

Subscale
(671) Use of Non-Traditional Instructional Approaches

4 -- Nearly all the time
3 -- Often, regularly
2 -- Sometimes, occasionally
1 - Never has happened

153A28	4 3 2 1	26-1. Working in class on your own independent project
157A28		30-5. Experiencing or practicing adult behaviors in class (pretending to be interviewing for a job, role playing a Civil War general)
158A28		31-6. Using computer terminals, tape recorders, television, film projectors, or other available machines
457B28		30-5. Gathering information from people or places in the community other than the library (interviewing someone, visiting an exhibit, attending a public meeting)
458B28		31-6. Experiencing adult activities in the community (working for a company, being a volunteer in an organization)
** 155A28		28-3. Having class field trips (visiting a museum, a factory)
** 456B28		29-4. Having guest speaker come to class (talk by someone from the Chamber of Commerce)

Other Items in (670)

154A28	4 3 2 1	27-2. Having the teacher lead the instruction (lecture, total class discussion)
+ 155A28	4 3 2 1	28-3. Having class field trips (visiting a museum, a factory)
156A28	4 3 2 1	29-4. Doing homework assignments outside class (answering questions, reading books or articles, making an exhibit or a poster)
453B28	4 3 2 1	26-1. Working in class alone on work the teacher assigns
454B28	4 3 2 1	27-2. Working in class in a small group of students on a group activity or assignment (discussions, committee work)
455B28	4 3 2 1	28-3. Having one student lead a learning activity during class time (giving a report, acting as teacher)
+ 456B28	4 3 2 1	29-4. Having guest speaker come to class (talk by someone from the Chamber of Commerce)

** Means include in this scale if response is 3 or 4; do not include if response is 1 or 2
+ Means include in this scale if response is 1 or 2; do not include if response is 3 or 4

TABLE 670 - 671

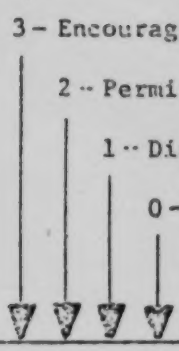
SIGNIFICANCE LEVELS ACROSS CLASSES WITHIN SCHOOLS, AND ACROSS SCHOOLS, BY ITEM AND SUBSCALE WITH SUBSCALE MEANS

Items and Subscales \ School	SIGNIFICANCE LEVEL ACROSS CLASSES WITHIN EACH SCHOOL F PROBABILITY						SIGNIFICANCE LEVEL F PROBABILITY ACROSS SCHOOLS	
	1	2	3	4	5	6		
153	.080	.016	.391	.000	.000	.000	.005	(2.64)
157	.337	.000	.242	.004	.033	.756	.001	(1.61)
158	.905	.084	.050	.229	.000	.165	.200	(2.02)
457	.165	.464	.742	.002	.248	.290	.128	(1.65)
458	.714	.053	.466	.752	.064	.227	.060	(1.48)
155	.050	.030	.323	.000	.000	.001	.356	(1.42)
456	.008	.171	.906	.077	.395	.000	.002	(1.55)
(671) TOTAL (MEANS)	.359 (1.73)	.811 (1.96)	.610 (1.74)	.413 (1.74)	.932 (1.76)	.252 (1.69)	.057 (1.76)	
154	.092	.100	.988	.000	.000	.015	.000	(2.55)
455	.312	.380	.922	.002	.318	.088	.334	(1.55)
156	.494	.277	.308	.000	.000	.007	.824	(2.45)
453	.375	.024	.287	.011	.404	.129	.070	(2.07)
454	.211	.000	.614	.052	.595	.000	.001	(2.24)
TOTAL (MEANS)								
(670) GRAND TOTAL (MEANS)	.177 (1.96)	.648 (2.13)	.239 (2.00)	.399 (1.99)	.289 (1.99)	.391 (1.96)	.132 (2.00)	

Composite Variable (675)

Of the eight items in this scale, the desire was to eliminate two. None of them produced across-school differences, so the decision had to be based on something else. Several produced only one significant within-school across-classroom result. After considering each of these, two for reasons of content seemed very weak as part of a scale measuring "challenging" the teacher, 159 and 462. In each of these cases it did not seem that the student was setting up a particularly strong challenge to the teacher. So, these were eliminated.

Composite Variable (675): Index of Freedom to Challenge the Teacher


3 - Encouraged (the teacher really wants students to do it)
2 - Permitted (the teacher allows this to happen, but doesn't encourage
1 - Discouraged (the teacher doesn't like this to happen, gets upset
it does
0 - Does not apply to this class

159A29	3	2	1	0	32-1.	Students stating an opinion of course material that differs from the textbook
160A29					33-2.	Students raising questions about the way the teacher assigns grades
161A29					34-3.	Students questioning the way the topic is being taught
162A29					35-4.	Students raising questions about the kinds of homework assignments
459B29					32-1.	Students stating an opinion of course material that differs from the teacher
460B29					33-2.	Students raising questions about the teacher's rules for class behavior
461B29					34-3.	Students raising questions about why they are studying a certain topic
462B29					35-4.	Students raising questions about the amount of homework assigned

TABLE 675

SIGNIFICANCE LEVELS ACROSS CLASSES WITHIN SCHOOLS, AND ACROSS SCHOOLS, BY ITEM AND SUBSCALE WITH SUBSCALE MEANS

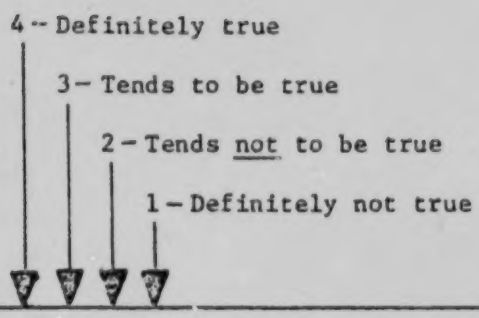
Items and Subscales \ School	SIGNIFICANCE LEVEL ACROSS CLASSES WITHIN EACH SCHOOL F PROBABILITY						SIGNIFICANCE LEVEL F PROBABILITY ACROSS SCHOOLS	
	1	2	3	4	5	6		
159	.009	.721	.748	.279	.396	.204	.210	(2.18)
160	.712	.999	.246	.004	.001	.541	.470	(1.87)
161	.395	.092	.793	.114	.010	.659	.451	(1.86)
162	.281	.234	.529	.201	.002	.438	.176	(1.98)
459	.384	.943	.007	.000	.134	.320	.517	(2.05)
460	.059	.834	.673	.001	.306	.003	.351	(1.76)
461	.097	.113	.129	.012	.164	.608	.465	(2.07)
462	.014	.302	.594	.030	.946	.111	.923	(1.88)
(675) TOTAL (MEANS)	.117 (1.70)	.315 (1.71)	.611 (1.53)	.000 (1.72)	.000 (1.72)	.126 (1.73)	.137 (1.69)	
TOTAL (MEANS)	( )	( )	( )	( )	( )	( )	( )	
TOTAL (MEANS)	( )	( )	( )	( )	( )	( )	( )	
GRAND TOTAL (MEANS)	( )	( )	( )	( )	( )	( )	( )	

Composite Variable (680)

This variable is one of great importance, as with the shift in Oregon to competency-based graduation requirements it should track any shifts in the degree of student influence. In this test, however, only one of the items showed up with significant between-school differences, and the others picked up one, or occasionally two, within-school differences among classes.

After considering the items it was decided to rewrite them all so that the term "influence" was not used. In its place, the items will read, "The students 'help decide what...." This should make the items more clear.

Composite Variable (680): Index of Student Influence on Instruction



030A07	4	3	2	1	41-4.	The students can influence what particular aspects of the subject they want to study
033A07					44-7.	The students can influence where (in what kind of physical surroundings) they will do the work for the course
035A07					46-9.	The students can influence by when they will have learned something for the course
330B07					41-4.	The students can influence when they will study for this class, and when they will do something else
333B07					44-7.	The students can influence how they will go about learning the subject matter of the course
335B07					46-9.	The student can influence the kind of materials used in this class

TABLE 680

SIGNIFICANCE LEVELS ACROSS CLASSES WITHIN SCHOOLS,
AND ACROSS SCHOOLS, BY ITEM AND SUBSCALE
WITH SUBSCALE MEANS

Items and Subscales \ School	SIGNIFICANCE LEVEL ACROSS CLASSES WITHIN EACH SCHOOL F PROBABILITY						SIGNIFICANCE LEVEL F PROBABILITY ACROSS SCHOOLS
	1	2	3	4	5	6	
030	.764	.295	.792	.107	.028	.803	.097
033	.591	.143	.262	.138	.028	.043	.811
035	.167	.105	.378	.511	.051	.102	.162
330	.842	.249	.791	.292	.256	.369	.012
333	.738	.274	.103	.612	.005	.719	.120
335	.429	.044	.345	.349	.037	.275	.184
(680) TOTAL (MEANS)	.600 (2.39)	.009 (2.54)	.264 (2.68)	.061 (2.46)	.000 (2.48)	.957 (2.43)	.009 (2.50)
TOTAL (MEANS)	( )	( )	( )	( )	( )	( )	( )
TOTAL (MEANS)	( )	( )	( )	( )	( )	( )	( )
GRAND TOTAL (MEANS)	( )	( )	( )	( )	( )	( )	( )

Composite Variable (685)

Subscales (686 - 687)

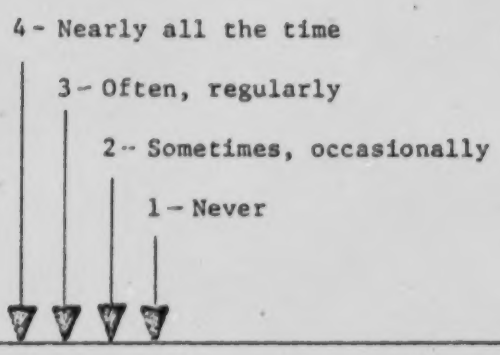
None of these items picked up between-schools differences, but each of them (except one) did pick up significant between-classes differences within individual schools. Since they were classroom oriented items, this was as it should be. For two of the schools, and nearly for a third, the subscales were significant.

Thus, in spite of the non-significance between schools, all of the items were retained.

Composite Variable (685): Index of Affective Level of the Class

Subscales

(686) Emphasis on Personal Values



469B31	42.2	Follow through on something you said you would do
170A31	43-3.	Pursue things of importance to you, even if others think them unimportant
470B31	43-3.	Identify the things in life that are important for you
471B31	44-4.	Know clearly your own values and ethics

(687) Emphasis on Choice and the Values of Others

468B31	41-1.	Consider something from more than one point of view.
168A31	41-1.	Be tolerant of people who are different
169A31	42-2.	Alter your opinions when new facts contradict them
171A31	44-4.	Choose the best alternative available even if none of them is ideal

TABLE 685 - 687

SIGNIFICANCE LEVELS ACROSS CLASSES WITHIN SCHOOLS, AND ACROSS SCHOOLS, BY ITEM AND SUBSCALE WITH SUBSCALE MEANS

Items and Subscales / School		SIGNIFICANCE LEVEL ACROSS CLASSES WITHIN EACH SCHOOL F PROBABILITY						SIGNIFICANCE LEVEL F PROBABILITY ACROSS SCHOOLS
		1	2	3	4	5	6	
	469	.531	.689	.051	.538	.500	.003	.497
	170	.473	.085	.685	.061	.665	.039	.043
	470	.096	.094	.935	.052	.073	.063	.630
	471	.459	.350	.336	.125	.034	.081	.848
(686)	TOTAL (MEANS)	.176 (2.22)	.277 (2.32)	.959 (2.19)	.051 (2.28)	.188 (2.05)	.017 (2.19)	.221 (2.20)
	468	.134	.987	.116	.012	.179	.002	.434
	168	.458	.077	.681	.003	.156	.010	.672
	169	.168	.410	.694	.036	.465	.002	.688
	171	.714	.211	.397	.010	.074	.258	.617
(687)	TOTAL (MEANS)	.107 (2.32)	.442 (2.37)	.952 (2.35)	.000 (2.48)	.062 (2.20)	.000 (2.30)	.231 (2.33)
	TOTAL (MEANS)	( )	( )	( )	( )	( )	( )	( )
	TOTAL (MEANS)	( )	( )	( )	( )	( )	( )	( )
(685)	GRAND TOTAL (MEANS)	.046 (2.25)	.090 (2.38)	.984 (2.28)	.000 (2.38)	.023 (2.19)	.000 (2.27)	.281 (2.29)

TABLE 695 - 699

SIGNIFICANCE LEVELS ACROSS CLASSES WITHIN SCHOOLS,
AND ACROSS SCHOOLS, BY ITEM AND SUBSCALE
WITH SUBSCALE MEANS

Items and Subscales / School		SIGNIFICANCE LEVEL ACROSS CLASSES WITHIN EACH SCHOOL F PROBABILITY						SIGNIFICANCE LEVEL F PROBABILITY ACROSS SCHOOLS
		1	2	3	4	5	6	
	81							
(695)	TOTAL (MEANS)	(3.18)	(3.48)	(3.20)	(3.00)	(3.20)	(3.36)	.003 (3.23)
	381							
(696)	TOTAL (MEANS)	.503 (3.08)	.184 (3.48)	.665 (3.19)	.108 (3.31)	.061 (3.29)	.011 (3.48)	.018 (3.32)
	36							
(698)	TOTAL (MEANS)	.008 (2.26)	.223 (2.52)	.490 (2.03)	.015 (1.94)	.920 (2.02)	.709 (2.05)	.026 (2.11)
	336							
(699)	TOTAL (MEANS)	.107 (2.15)	.437 (2.29)	.026 (2.28)	.403 (2.04)	.428 (2.11)	.969 (2.01)	.470 (2.13)
	GRAND TOTAL (MEANS)	( )	( )	( )	( )	( )	( )	( )

Composite Variable (690)

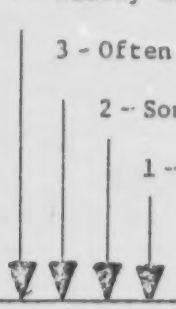
Subscales (691 - 692)

None of the ten items in these two subscales produced a significant between-schools difference, which is not too unexpected as they are classroom items. Several produced no differences across classrooms within schools, and these were candidates for deletion: 463, 165, 167, and 467. After consideration of their content, 165 and 467 were deleted, as it appeared that these were done in virtually all classes. 463 and 167 were related, and it seemed unwise to eliminate both. It was finally decided that the wording was not specific enough, and the wording of the items was changed slightly. Otherwise, the scales were left alone.

Composite Variable (690): Index of Cognitive Level of the Class

Subscales

(691) High Level Cognitive Content of the Class



163A30	4	3	2	1	36-1	Predict what would happen and explain why you think it would happen if something specific occurs (e.g., if the South had won the war; if a depression put thousands of people out of work today)
164A30					37-2.	Based on specific standards or evidence, tell why you did or did not like something (e.g., a book you read)
463B30					36-1.	Tell how an expert in the field would go about solving a problem (e.g., how a TV repairman identifies what's wrong with the TV set)
464B30					37-2.	Apply skills or ideas learned in one situation to another, different situation (e.g., applying something you learned in history to current events; applying principles of electricity to house wiring)
465B30					38-3.	Analyze the techniques people use to get you to believe something (e.g., analyze a political speech or an advertisement for various office machines)

(692) Low Level Cognitive Content of the Class

165A30	4	3	2	1	38-3.	Recall specific facts or ideas from memory
166A30					39-4.	Describe the historical development of some aspect of the subject (e.g., improvements in the internal combustion engine since World War II; changes in the concept of "Civil Rights" since 1955, etc.)
167A30					40-5.	Lay out a plan for getting something done (e.g., turn in an outline for a term project; list the steps to be followed in repairing a punctured tire)
466B30					39-4.	State a problem in your own words
467B30					40-5.	Define technical terms (e.g., congruent, iambic pentameter, ledger, solenoid)

TABLE 690 - 692

SIGNIFICANCE LEVELS ACROSS CLASSES WITHIN SCHOOLS, AND ACROSS SCHOOLS, BY ITEM AND SUBSCALE WITH SUBSCALE MEANS

Items and Subscales / School		SIGNIFICANCE LEVEL ACROSS CLASSES WITHIN EACH SCHOOL F PROBABILITY						SIGNIFICANCE LEVEL F PROBABILITY ACROSS SCHOOLS
		1	2	3	4	5	6	
	163	.000	.251	.943	.019	.820	.003	.216
	164	.391	.002	.291	.034	.503	.047	.646
	463	.959	.329	.167	.091	.422	.244	.231
	464	.291	.346	.456	.028	.019	.058	.364
	465	.109	.741	.124	.097	.003	.012	.406
(691)	TOTAL	.001	.008	.763	.000	.043	.000	.043
	(MEANS)	(1.96)	(2.14)	(1.99)	(2.05)	(1.96)	(1.84)	(1.97)
	165	.594	.151	.965	.045	.163	.401	.642
	166	.012	.031	.786	.341	.527	.001	.514
	167	.774	.256	.168	.058	.634	.686	.588
	466	.254	.826	.207	.046	.415	.005	.468
	467	.357	.934	.201	.405	.061	.086	.292
(692)	TOTAL	.252	.066	.720	.036	.668	.177	.973
	(MEANS)	(2.17)	(2.20)	(2.20)	(2.19)	(2.15)	(2.13)	(2.17)
	TOTAL (MEANS)	( )	( )	( )	( )	( )	( )	( )
	TOTAL (MEANS)	( )	( )	( )	( )	( )	( )	( )
(690)	GRAND TOTAL (MEANS)	.013 (2.06)	.016 (2.17)	.649 (2.09)	.001 (2.13)	.496 (2.03)	.000 (1.97)	.188 (2.06)

Composite Variables (695), (696), (698), (699)

These are individual item variables. The first three are definitely significant across schools, and deserve to be retained. In addition, 696 is significant across at least two sets of classes. The last one is the weak one, and yet it seems likely to be sensitive to competency-based instruction, as competency-based work implies increased importance on some sort of final test of competency. Therefore, all were retained.

Composite Variable (695): Students Making School Rules

081A14 21. In this school, how many of the rules do students help make?

23-1. All

2. Most

3. Some

4. None

Composite Variable (696): Students Making Classroom Rules

381B14 21. In this class, how many of the rules do students help make?

23-1. All

2. Most

3. Some

4. None

Composite Variable (698): Student Opportunities to Improve Grade

4 Definitely true

3 Tends to be true

2 Tends not to be true

1 Definitely not true

036A07 4 3 2 1 47-10. If we do not do well in a course, there are opportunities to improve the grade later on, after the course is over

Composite Variable (699): Determination of Final Grade

336B07 4 3 2 1 47-10. Regardless of how many things we do, the final grade (or whether or not we get credit) is usually determined by only one thing (such as, a test at the end of the term)

Composite Variables (701 - 704)

(705 - 708), (709)

(721 - 723), (724)

(730 - 732)

(733 - 735)

(736 - 738), (739)

(740 - 742)

(743 - 745)

These items are the Socialization items for the instrument. They need to be discussed together, as the approach to dealing with them was consistent across all.

The principal problem was that in spite of the major revisions after each trial of the instrument, the Socialization questions were still too complex for many of the students to answer. For the final version of the instrument the response options have been revised once again, this time based on many suggestions made by teachers, students, and some specialists at the University of Chicago. We believe that this time the response options will work.

There remained the problem of eliminating twenty-percent of the items even though the responses were garbled. To approach this task, complete frequency distributions by school were produced, and these are the tables of the following section. Then, these distributions were examined to see if there were items which produced distinctive response patterns. There were many, and these tended to be the ones kept. Items which did not produce any significant response to any one of the response options were not kept unless there was some special reason.

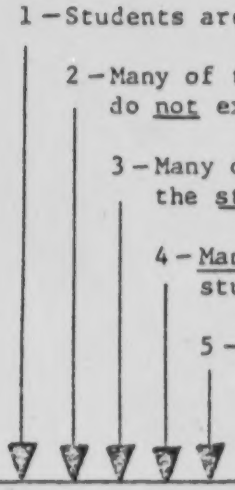
Items deleted were:

Variable 702	Item 192
Variable 704	Item 500 (combined by rewording with 201, the other item in the subscale)
Variable 707	Item 472
	Item 477
Variable 708	Item 177
Variable 723	Item 176
	Item 481
Variable 730	Item 175 (reworded)
Variable 732	Item 174
Variable 733	Item 484
Variable 734	Item 186
Variable 735	Item 189
Variable 738	Item 489
Variable 739	Item 191
Variable 740	Item 493
Variable 741	Item 195
Variable 743	Item 198
Variable 744	Item 498

In looking at the frequency distributions, responses of greater than 35% were a sign of a good item, or two adjacent items with a total of 60% of the responses. If this happened in several of the schools, this was even better. For the most part no item meeting these criteria was eliminated. If the item had responses that ranged across the response options, so that any school would have percentages in the twenties for

each response possibility, that item was a candidate for deletion. Final choices depended on the content of the item, and the importance of the subscale of which it was a part.

Composite Variable (701): Socialization: Teacher Discretion in Making Up or Enforcing Rules


1 – Students are not encouraged to believe this in my school
2 – Many of the staff encourage students to believe this, but the students do not expect others to believe it
3 – Many of the students encourage other students to believe this, but the staff does not expect students to believe it
4 – Many (but not all) of the staff and students encourage other students to believe this
5 – There is so much encouragement and pressure to believe this t students never say they believe anything different

184A33	1	2	3	4	5	57-13.	The staff should have the right to make up whatever rules they want
187A33						60-16.	The staff should be able to discipline students and not have their decisions questioned by the students

Composite Variable (702): Socialization: Student Internalization of Rules

190A33	1	2	3	4	5	63-19.	There is something wrong with students who don't obey rules
192A33						65-21.	Students should feel guilty when they break a rule, even if they get away with it
503B35						76-11.	Students should discourage other students from breaking rules

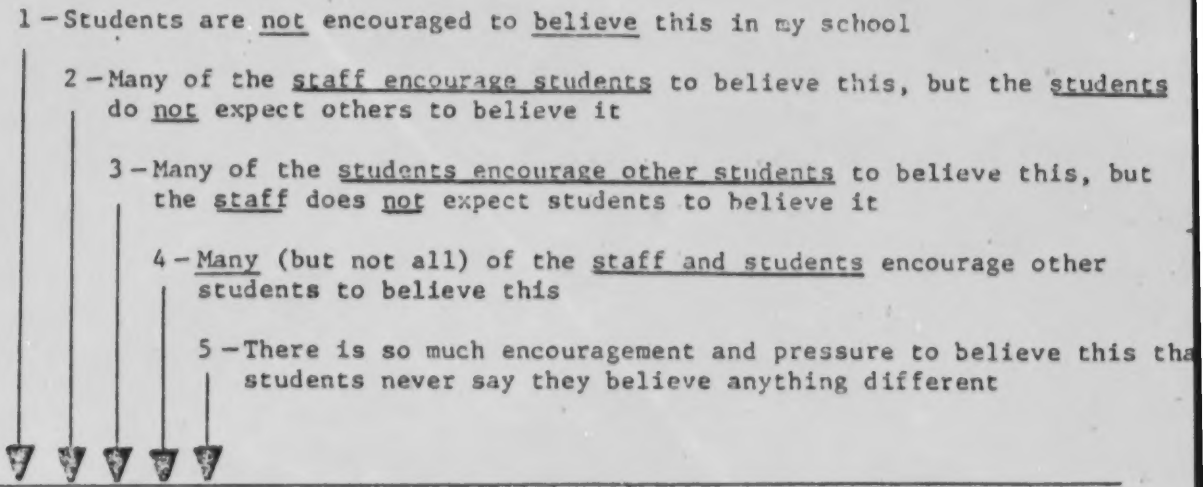
Composite Variable (703): Socialization: Pervasiveness of Control

204A35	1	2	3	4	5	77-12.	Students ought to ask permission to do anything in this school, even though they know it's O.K. and will be allowed
504B35						77-12.	Students ought to obey the rules even though there is no one around to catch them if they don't

Composite Variable (704): Socialization: Clarity of the Rules or Actions Receiving Punishment

201A35	1	2	3	4	5	74-9.	Students ought to know what the rules are in the school
500B35						73-8.	Students ought to know what is not allowed in their school

Composite Variable (705): Socialization: Obedience to Rules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202A35	1	2	3	4	5	75-10.	Students ought to obey any rule that the school has

Composite Variable (706): Socialization: Student Influence on the Rules

203A35	1	2	3	4	5	76-11.	Students ought to be involved in making up the rules which affect them
501B35						74-9.	Students ought to try to change school rules that they don't think are fair or right

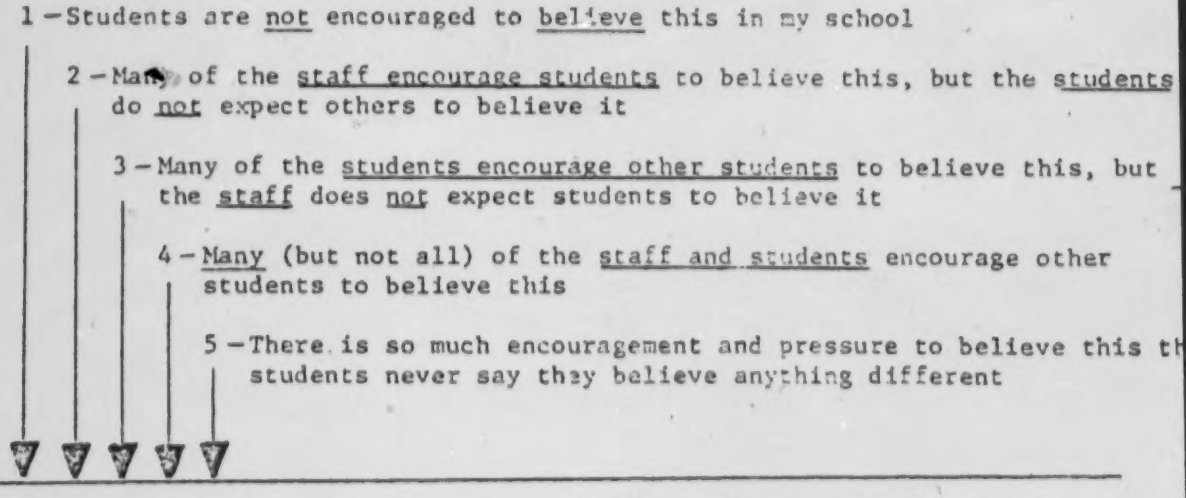
Composite Variable (707): Socialization: Extent of the Rules

172A32	1	2	3	4	5	45-1.	The school should have rules that cover almost all aspects of a student's behavior
* 472B32						45-1.	The school rules should be limited to those which are necessary to help students
* 477B32						50-6.	A student's personal appearance and dress ought to be entirely his/her choice

Composite Variable (708): Socialization: Equity of Enforcement

482B33	1	2	3	4	5	55-11.	All students who break the same rule should receive the same punishment
* 177A32						50-6.	Students who break the same rule should have their punishments adjusted if their case has special circumstances
* 486B33						59-15.	Students who are a credit to the school should receive a lighter punishment than usual if they break a rule

Composite Variable (709): Socialization: Due Process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181A32	1	2	3	4	5	54-10.	Students who are accused of something should be considered innocent and not punished until proven guilty
502B35						75-10.	Students should appeal any punishment if they think they are innocent

Composite Variable (721): Socialization: Student Control Over Selection

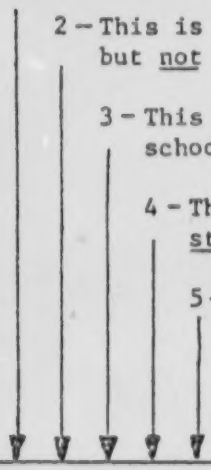
1 - This is not expected or rewarded in my school

2 - This is expected or rewarded by many of the staff in my school, but not by the students

3 - This is expected or rewarded by many of the students in my school, but not by the staff

4 - This is expected or rewarded by many of the staff and students in my school

5 - This is expected or rewarded by everyone in this school (no one ever questions it)



	205A35	1	2	3	4	5	78-13. Students should decide what courses they want to take and when to take them
*	505B35						78-13. Students always ought to take the courses the school staff tells them to take

Composite Variable (722): Socialization: Student Influence Over Offerings

	206A35	1	2	3	4	5	79-14. Students should try to get the school to offer the courses they want to take

Composite Variable (723): Socialization: Factors That Affect Selection

*	176A32	1	2	3	4	5	49-5. If more students than can be handled sign up for a course, the selection of students for the course should be done at random
	180A32						53-9. If more students than can be handled sign up for a course, the teacher ought to be able to pick the students he/she wants
	476B32						49-5. If more students than can be handled sign up for a course, those with better grades should get preference
	481B32						54-10. If more students than can be handled sign up for a course, new sections of the course should be created to handle the demand
*	485B33						58-14. All students should have the same chance to take the courses they want, regardless of who they are or what kind of record they have in school

Composite Variable (724): Socialization: Switching Courses

1 – This is not expected or rewarded in my school

2 – This is expected or rewarded by many of the staff in my school, but not by the students

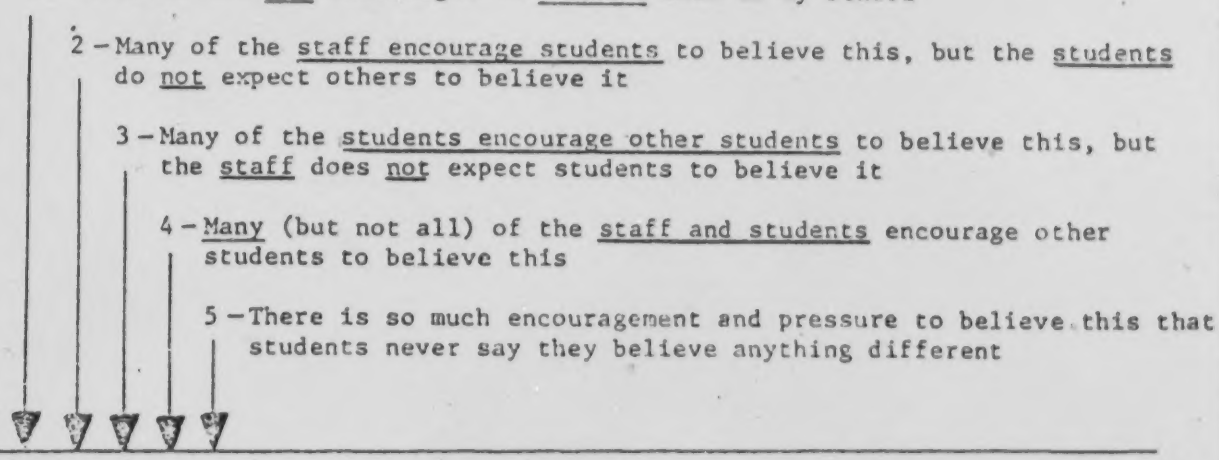
3 – This is expected or rewarded by many of the students in my school, but not by the staff

4 – This is expected or rewarded by many of the staff and students in my school

5 – This is expected or rewarded by everyone in this school (no one ever questions it)

*	207A35	1	2	3	4	5	80-15. Once a student begins a class, he/she should stick to it and not try to switch to another, even if he/she is not satisfied
	506B35						79-14. Students ought to try to switch out of a class before it is over if they think they have a good reason

Composite Variable (730): Socialization: Performance-Basedness of Evaluation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4 – Many (but not all) of the staff and students encourage other students to believe this
5 – There is so much encouragement and pressure to believe this that students never say they believe anything different

*	175A32	1	2	3	4	5	48-4.	A student's grade should depend on how well the student behaves in class
	480B32						53-9.	The only thing that should determine a student's grade in a course is how much he/she can show he/she can do

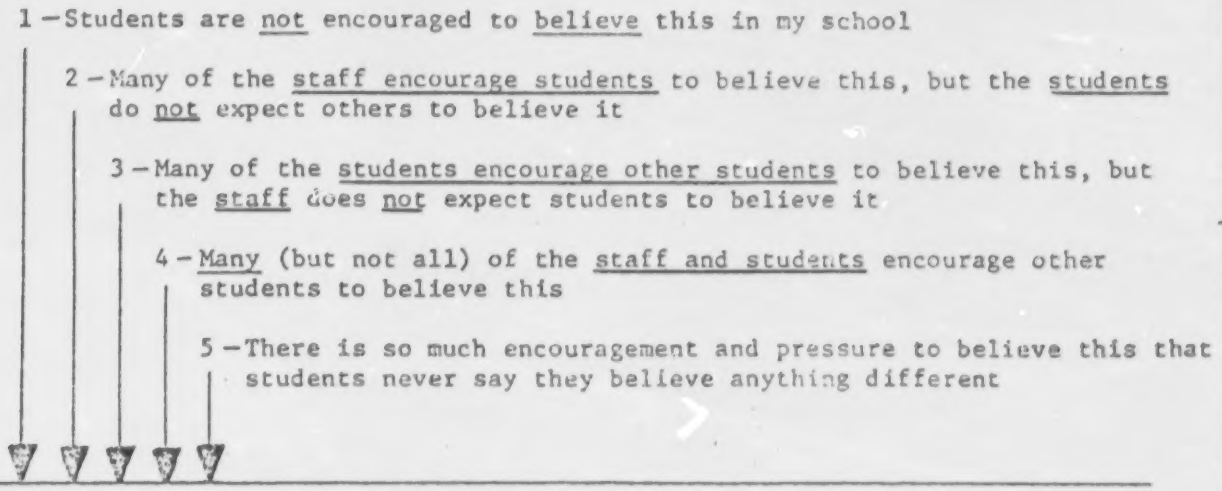
Composite Variable (731): Socialization: Importance of Performance Outcomes

*	173A32	1	2	3	4	5	46-2.	A student should receive course grades on his/her overall qualities as a person, not just on how well he/she does school work
	479B32						52-8.	A student's grade should depend on how well he/she does the homework
	179A32						52-8.	A student's grade should depend on how much he/she participates in classroom discussion

Composite Variable (732): Socialization: Importance of Attitude in Evaluation/Certification

	174A32	1	2	3	4	5	47-3.	A student's grade should depend on how well the student behaves in class
	474B32						47-3.	A student's grade should depend on how well he/she gets along with the teacher

Composite Variable (733): Socialization: Quantity of Information in Evaluation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185A33	1	2	3	4	5	56-12.	The evaluation of a student's work by the teacher should always show the student what the strengths and weaknesses of it are
* 484B33						57-13.	Evaluations ought to merely indicate whether the student did well or not

Composite Variable (734): Socialization: Time-Boundedness of Evaluation

186A33	1	2	3	4	5	59-15.	All students should complete an assignment or piece of work by the same time
* 488B33						61-17.	A student should be able to take as much time as he/she needs to learn material or complete a project

Composite Variable (735): Socialization: Teacher Control of Evaluation

490B33	1	2	3	4	5	63-19.	Only the teacher should decide how much a student needs to learn
* 189A33						62-18.	Students should have a say in deciding what and how much they need to learn in order to get a particular grade or course credit
492B33						65-21.	Only the teacher should decide what a student's final grade is; the student shouldn't have anything to say about it
178A32						51-7.	Only the teacher should evaluate a student's work
* 487B33						60-16.	A student should be able to decide what kind of evaluation he/she will receive at the end of a course or unit of study
473B32						46-2.	Teachers ought to grade students on whatever basis they wish

SOCIALIZATION W.R.T. EVALUATION/CERTIFICATION

Composite Variable (736): Socialization: Type of Grading Standard Used

1 – Students are not encouraged to believe this in my school

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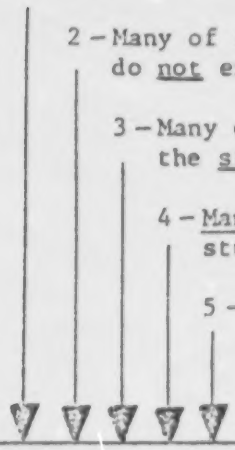
4 – Many (but not all) of the staff and students encourage other students to believe this

5 – There is so much encouragement and pressure to believe this that students never say they believe anything different



478B32	1 2 3 4 5	51-7.	Students who try very hard to learn the material should get a high grade, even if their work isn't all that great
483B33		56-12.	If everyone does poorly in a class, the grades should be adjusted so that those who did best get "A's"
182A33		55-11.	Students should get high grades if they learn the course material, regardless of how everyone else does

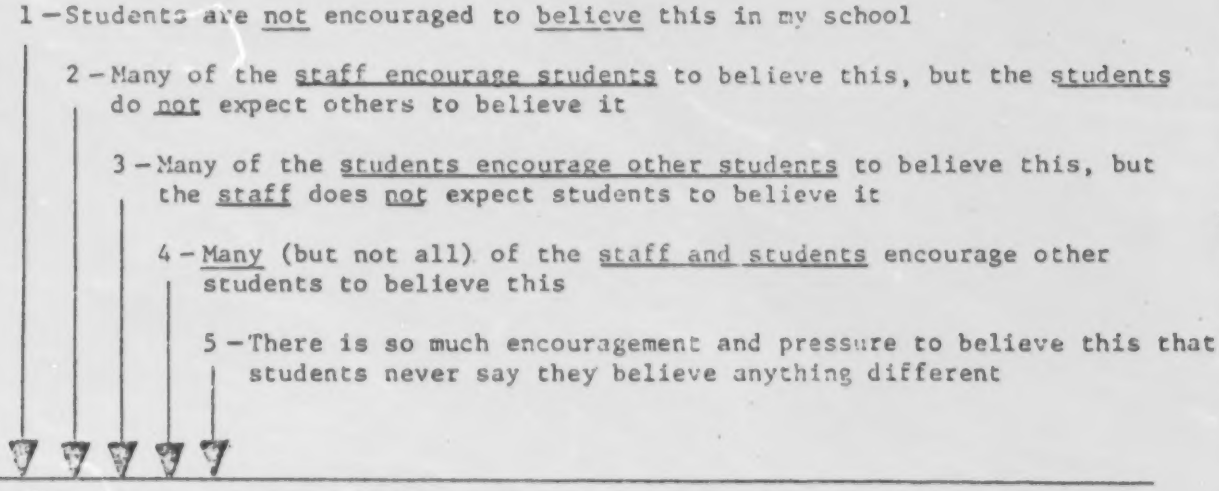
Composite Variable (737): Socialization: Permanence of Evaluation

185A33	1 2 3 4 5	58-14.	If a student does poorly in a course, he/she should have another chance to improve his/her grade
475B32		48-4.	If a student does poorly on a test or assignment, he/she should have another chance to learn the material before he/she goes on to the next unit

Composite Variable (738): Socialization: Explicitness of Evaluation Criteria

188A33	1 2 3 4 5	61-17.	Students should be informed at the beginning of the course exactly what they have to do in order to get a certain grade
489B33		62-18.	Teachers should explain how they determine the grades for the students in a course

Composite Variable (739): Socialization: Formativeness of Evaluation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191A33	1	2	3	4	5	64-20.	Evaluations of students' performance should be used to help them find out what they haven't learned
491B33						64-20.	Teachers should use the evaluations of their students' work in planning how to correct any problems students had

SOCIALIZATION W.R.T. INSTRUCTION

Composite Variable (740): Socialization: Cognitive Level of Class

1 - This is not expected or rewarded in my school

2 - This is expected or rewarded by many of the staff in my school, but not by the students

3 - This is expected or rewarded by many of the students in my school, but not by the staff

4 - This is expected or rewarded by many of the staff and students in my school

5 - This is expected or rewarded by everyone in this school (no one ever questions it)

193A34	1 2 3 4 5	66-1.	Students ought to do a lot of memorizing
493B34		66-1.	Students ought to learn to restate things they've learned into their own words
194A34		67-2.	Students ought to form an intelligent, well-justified opinion about something studied
494B34		67-2.	Students should develop the ability to apply something learned in one situation to a new and different situation

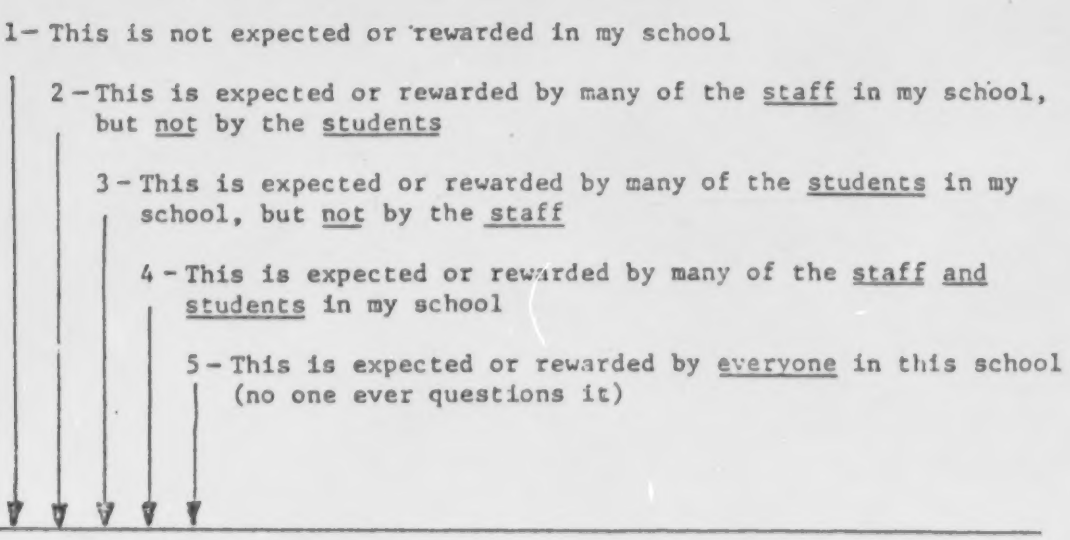
Composite Variable (741): Socialization: Challenging the Teacher

195A34	1 2 3 4 5	68-3.	Students ought to accept the teacher's opinion as better than their own
495B34		68-3.	Students should not question the teacher's authority
196A34		69-4.	Students should be willing to study whatever topic the teacher wants them to study

Composite Variable (742): Socialization: Affective Level of Class

197A34	1 2 3 4 5	70-5.	Students should learn to consider things from many points of view
496B34		69-4.	Students ought to pursue what is important to them, even if others think those things unimportan

Composite Variable (743): Socialization: Student Influence on Instruction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3 - This is expected or rewarded by many of the students in my school, but not by the staff
4 - This is expected or rewarded by many of the staff and students in my school
5 - This is expected or rewarded by everyone in this school (no one ever questions it)

198A34	1	2	3	4	5	71-6.	Students should try to influence how they will study things in a particular course
497B34						70-5.	Students should try to influence what they study in a particular course

Composite Variable (744): Socialization: Variety of Instructional Approaches

498B34	1	2	3	4	5	71-6.	All students ought to be doing the same activity during class time
199A34						72-7.	Students should learn by doing the same kind of class activities day after day

Composite Variable (745): Socialization: Non-Traditionalism in Instruction

200A34	1	2	3	4	5	73-8.	Students ought to learn through experiencing, not just through reading or being told
499B34						72-7.	Students ought to direct their own learning, not just do what the teacher wants

VARIABLE 701

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools		1		2		3		4		5		6	
		#	%	#	%	#	%	#	%	#	%	#	%
VAR 184													
	1	10	24.4	7	25.0	22	36.1	15	28.8	19	35.8	7	11.9
	2	11	26.8	5	17.9	18	29.5	16	30.8	11	20.8	15	25.4
	3	7	17.1	7	25.0	11	18.0	8	15.4	12	22.6	16	27.1
	4	7	17.1	8	28.6	7	11.5	9	17.3	7	13.2	14	23.7
	5	6	14.6	1	3.6	3	4.9	4	7.7	4	7.5	7	11.9
VAR 187													
	1	10	24.4	6	22.2	10	16.7	9	18.4	12	23.1	6	10.0
	2	12	29.3	8	29.6	22	36.7	10	20.4	20	38.5	18	30.0
	3	8	19.5	7	25.9	9	15.0	14	28.6	9	17.3	12	20.0
	4	6	14.6	3	11.1	13	21.7	12	24.5	5	9.6	13	21.7
	5	5	12.2	3	11.1	6	10.0	4	8.2	6	11.5	11	18.3
TOTAL													
VAR 701	1	20	24.4	13	23.6	32	26.4	24	23.8	31	29.5	13	10.9
	2	23	28.0	13	23.6	40	33.1	26	25.7	31	29.5	33	27.7
	3	15	18.3	14	25.5	20	16.5	22	21.8	21	20.0	28	23.5
	4	13	15.9	11	20.0	20	16.5	21	20.8	12	11.4	27	22.7
	5	11	13.4	4	7.3	9	7.4	8	7.9	10	10.5	18	15.1

VARIABLE 702

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools		1		2		3		4		5		6	
		#	%	#	%	#	%	#	%	#	%	#	%
VAR 190													
	1	8	20.0	3	10.7	18	30.5	5	9.8	10	19.2	11	18.6
	2	11	27.5	5	17.9	18	30.5	13	25.5	14	26.9	15	25.4
	3	7	17.5	7	25.0	6	10.2	12	23.5	5	9.6	13	22.0
	4	13	32.5	9	32.1	10	16.9	12	23.5	13	25.0	14	23.7
	5	1	2.5	4	14.3	7	11.9	9	17.6	10	19.2	6	10.2
VAR 192	1	6	15.0	3	11.1	13	22.4	6	11.8	7	13.0	7	11.5
	2	14	35.0	3	11.1	14	24.1	10	19.6	13	24.1	12	19.7
	3	6	15.0	8	29.6	11	19.0	13	25.5	8	14.8	20	32.8
	4	10	25.0	11	40.7	13	22.4	11	21.6	12	22.2	11	18.0
	5	4	10.0	2	7.4	7	12.1	11	21.6	14	25.9	11	18.0
VAR 503	1	7	15.6	5	18.5	11	20.8	5	9.4	4	7.0	9	13.6
	2	10	22.2	3	11.1	16	30.2	16	30.2	21	36.8	18	27.3
	3	14	31.1	9	33.3	6	11.3	11	20.8	10	17.5	12	18.2
	4	10	22.2	6	22.2	13	24.5	13	24.5	11	19.3	17	25.8
	5	4	8.9	4	14.8	7	13.2	8	15.1	11	19.3	10	15.2
TOTAL VAR 702													
	1	21	16.8	11	13.4	42	24.7	16	10.3	21	12.9	27	14.5
	2	35	28.0	11	13.4	48	28.2	39	25.2	48	29.4	45	24.2
	3	27	21.6	24	29.2	23	13.5	36	23.2	23	14.1	45	24.2
	4	33	26.4	26	31.7	36	21.2	36	23.2	36	22.1	42	22.6
	5	9	7.2	10	12.2	21	12.4	28	18.1	35	21.5	27	14.5

VARIABLE 703

Items \ Schools		1		2		3		4		5		6	
		#	%	#	%	#	%	#	%	#	%	#	%
VAR 204	1	11	26.2	1	3.4	15	24.6	12	22.6	21	33.9	12	20.3
	2	15	35.7	13	44.8	12	19.7	13	24.5	10	16.1	16	27.1
	3	4	9.5	6	20.7	14	23.0	7	13.2	13	21.0	9	15.3
	4	9	21.4	5	17.2	14	23.0	13	24.5	9	14.5	15	25.4
	5	3	7.1	4	13.8	6	9.8	8	15.1	9	14.5	7	11.9
VAR 504													
	1	5	11.1	5	18.5	4	7.5	7	13.2	4	7.1	6	9.2
	2	11	24.4	7	25.9	13	24.5	16	30.2	20	35.7	23	35.4
	3	11	24.4	9	33.3	11	20.8	8	15.1	7	12.5	10	15.4
	4	13	28.9	3	11.1	12	22.6	8	15.1	14	25.0	20	30.8
	5	5	11.1	3	11.1	13	24.05	14	26.4	11	19.6	6	9.2
TOTAL													
VAR 703													
	1	16	18.4	6	10.7	19	16.7	19	17.9	25	21.2	18	14.5
	2	26	29.9	20	35.7	25	21.9	29	27.4	30	25.4	39	31.5
	3	15	17.2	15	26.8	25	21.9	15	14.2	20	16.9	19	15.3
	4	22	25.3	8	14.3	26	22.8	21	19.8	23	19.5	35	28.2
	5	8	9.2	7	12.5	19	16.7	22	20.8	20	16.9	13	10.5

VARIABLE 704

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools		1		2		3		4		5		6	
		#	%	#	%	#	%	#	%	#	%	#	%
VAR 201													
	1	7	16.7	4	13.3	6	9.5	8	14.5	8	12.9	9	15.3
	2	10	23.8	4	13.3	14	22.2	10	18.2	11	17.7	7	11.9
	3	6	14.3	6	20.0	8	12.7	5	9.1	5	8.1	7	11.9
	4	6	14.3	4	13.3	13	20.6	11	20.0	17	27.4	13	22.0
	5	13	31.0	12	40.0	22	34.9	21	38.2	21	33.9	23	39.0
VAR 500	1	7	15.6	3	11.1	7	13.5	4	7.7	7	11.9	4	5.9
	2	6	13.3	3	11.1	9	17.3	10	19.2	5	8.5	12	17.6
	3	5	11.1	5	18.5	4	7.7	6	11.5	13	22.0	12	17.6
	4	15	33.3	8	29.6	12	23.1	12	23.1	16	27.1	26	38.2
	5	12	26.7	8	29.6	20	38.5	20	38.5	18	30.5	14	20.6
TOTAL VAR 704													
	1	14	16.1	7	12.3	13	11.3	12	11.2	15	12.4	13	10.2
	2	16	18.4	7	12.3	23	20.0	20	18.7	16	13.2	19	15.0
	3	11	12.6	11	19.3	12	10.4	11	10.3	18	14.9	19	15.0
	4	21	24.1	12	21.1	25	21.7	23	21.5	33	27.3	39	30.7
	5	25	28.7	20	35.1	42	36.5	41	38.3	39	32.2	37	29.1

VARIABLE 705

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools	1		2		3		4		5		6	
	#	%	#	%	#	%	#	%	#	%	#	%
VAR 202												
1	4	9.5	1	3.6	5	8.1	4	7.7	5	8.1	5	8.6
2	13	31.0	5	17.9	23	37.1	16	30.8	16	25.8	20	34.5
3	8	19.0	8	28.6	13	21.0	6	11.5	6	9.7	13	22.4
4	8	19.0	6	21.4	9	14.5	16	30.8	20	32.3	9	15.5
5	9	21.4	8	28.6	12	19.4	10	19.2	15	24.2	11	19.0
TOTAL VAR 705												
1	4	9.5	1	3.6	5	8.1	4	7.7	5	8.1	5	8.6
2	13	31.0	5	17.9	23	37.1	16	30.8	16	25.8	20	34.5
3	8	19.0	8	28.6	13	21.0	6	11.5	6	9.7	13	22.4
4	8	19.0	6	21.4	9	14.5	16	30.8	20	32.3	9	15.5
5	9	21.4	8	28.6	12	19.4	10	19.2	15	24.2	11	19.0

VARIABLE 706

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools	1		2		3		4		5		6	
	#	%	#	%	#	%	#	%	#	%	#	%
VAR 203												
1	6	15.0	2	6.9	11	18.0	10	18.9	8	13.1	10	18.2
2	6	15.0	5	17.2	4	6.6	9	17.0	11	18.0	12	21.8
3	14	35.0	10	34.5	25	41.0	16	30.2	19	31.1	19	34.5
4	10	25.0	7	24.1	15	24.6	11	20.8	8	13.1	13	23.6
5	4	10.0	5	17.2	6	9.8	7	13.2	15	24.6	1	1.8
VAR 501												
1	5	11.1	2	7.4	7	13.2	9	17.3	8	13.8	16	23.5
2	5	11.1	4	14.8	1	1.9	9	17.3	6	10.3	3	4.4
3	14	31.1	12	44.4	17	32.1	16	30.8	15	25.9	33	48.5
4	14	31.1	4	14.8	21	39.6	10	19.2	19	32.8	10	14.7
5	7	15.6	5	18.5	7	13.2	8	15.4	10	17.2	6	8.8
TOTAL VAR 706												
1	11	12.9	4	7.1	18	15.8	19	18.1	16	13.4	26	21.1
2	11	12.9	9	16.1	5	4.4	18	17.1	17	14.3	15	12.2
3	28	32.9	22	39.3	42	36.8	32	30.5	34	28.6	52	42.3
4	24	28.2	11	19.6	36	31.6	21	20.0	27	22.7	23	18.7
5	11	12.9	10	17.9	13	11.4	15	14.3	25	21.0	7	5.7

VARIABLE 707

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools	1		2		3		4		5		6	
	#	%	#	%	#	%	#	%	#	%	#	%
VAR 172												
1	9	21.4	8	22.9	19	30.2	6	10.2	14	23.3	17	24.6
2	12	28.6	7	20.0	15	23.8	20	33.9	14	23.3	16	23.2
3	9	21.4	5	14.3	12	19.0	15	25.4	11	18.3	15	21.7
4	4	9.5	6	17.1	14	22.2	9	15.3	13	21.7	10	14.5
5	8	19.0	9	25.7	3	4.8	9	15.3	8	13.3	11	15.9
VAR 472												
1	5	11.4	5	15.6	5	9.6	4	6.8	6	10.5	4	5.7
2	9	20.5	9	28.1	12	23.1	11	18.6	12	21.1	15	21.4
3	5	11.4	6	18.8	13	25.0	13	22.0	17	29.8	21	30.0
4	10	22.7	5	15.6	13	25.0	15	25.4	14	24.6	17	24.3
5	15	34.1	7	21.9	9	17.3	16	27.1	8	14.0	13	18.6
VAR 477												
1	8	19.0	2	6.9	12	23.5	2	3.9	12	22.2	10	14.5
2	9	21.4	8	27.6	12	23.5	5	9.8	12	22.2	16	23.2
3	10	23.8	9	31.0	15	29.4	12	23.5	11	20.4	25	36.2
4	8	19.0	2	6.9	6	11.8	11	21.6	12	22.2	10	14.5
5	7	16.7	8	27.6	6	11.8	21	41.2	7	13.0	8	11.6
TOTAL VAR 707												
1	22	17.2	15	15.6	36	22.0	12	7.1	32	18.7	31	14.9
2	30	23.4	24	25.0	39	23.8	36	21.3	38	22.2	47	22.6
3	24	18.6	20	20.8	38	23.2	40	23.7	39	22.8	61	29.3
4	22	17.2	13	13.5	33	20.1	35	20.7	39	22.8	37	17.8
5	30	23.4	24	25.0	18	11.0	46	27.2	23	13.5	32	15.4

VARIABLE 708

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools		1		2		3		4		5		6	
		#	%	#	%	#	%	#	%	#	%	#	%
VAR 482													
	1	3	7.0	4	13.3	11	22.0	8	14.5	5	8.6	9	12.9
	2	12	27.9	6	20.0	11	22.0	13	23.6	11	19.0	21	30.0
	3	10	23.3	3	10.0	5	10.0	5	9.1	10	17.2	13	18.6
	4	10	23.3	12	40.0	15	30.0	13	23.6	15	25.9	19	27.1
	5	8	18.6	5	16.7	8	16.0	16	29.1	17	29.3	8	11.4
VAR 177													
	1	7	17.1	2	6.9	2	3.3	10	17.5	10	18.2	7	10.8
	2	10	24.4	7	24.1	18	29.5	12	21.1	11	20.0	21	32.3
	3	6	14.6	9	31.0	13	21.3	15	26.3	11	20.0	18	27.7
	4	12	29.3	4	13.8	11	18.0	11	19.3	11	20.0	8	12.3
	5	6	14.6	7	24.1	17	27.9	9	15.8	12	21.8	11	16.9
VAR 486	1	6	14.0	2	7.4	5	10.0	6	11.8	4	7.0	5	7.6
	2	10	23.3	4	14.8	3	6.0	9	17.6	12	21.1	13	19.8
	3	8	18.6	7	25.9	8	16.0	10	19.6	12	21.1	16	24.2
	4	8	18.6	6	22.2	7	14.0	7	13.7	12	21.1	12	18.2
	5	11	25.6	8	29.6	27	54.0	19	37.3	17	29.8	20	30.3
TOTAL VAR 708													
	1	16	12.6	8	9.3	18	11.2	24	14.7	19	11.2	21	10.4
	2	32	25.2	17	19.8	32	19.9	34	20.9	34	20.0	55	27.4
	3	24	18.9	19	22.1	26	16.1	30	18.4	33	19.4	47	23.4
	4	30	23.6	22	25.6	33	20.5	31	19.0	38	22.4	39	19.4
	5	25	19.7	20	23.3	52	32.3	44	27.0	46	27.1	39	19.4

VARIABLE 709

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools		1		2		3		4		5		6	
		#	%	#	%	#	%	#	%	#	%	#	%
VAR 181	1	6	14.6	4	13.8	9	15.8	8	14.3	14	25.9	9	13.8
	2	10	24.4	4	13.8	14	24.6	15	26.8	7	13.0	9	13.8
	3	5	12.2	5	17.2	11	19.3	14	25.0	11	20.4	20	30.8
	4	13	31.7	8	27.6	16	28.1	12	21.4	15	27.8	17	26.2
	5	7	17.1	8	27.6	7	12.3	7	12.5	7	13.0	10	15.4
VAR 502	1	5	11.6	3	11.5	7	13.2	9	17.3	6	10.5	8	12.3
	2	9	20.9	5	19.2	5	9.4	6	11.5	9	15.8	4	6.2
	3	19	44.2	8	30.8	14	26.4	19	36.5	16	28.1	29	44.6
	4	7	16.3	5	19.2	16	30.2	11	21.2	15	26.3	16	24.6
	5	3	7.0	5	19.2	11	20.8	7	13.5	11	19.3	8	12.3
TOTAL VAR 709													
	1	11	13.1	7	12.7	16	14.5	17	17.3	20	18.0	17	11.9
	2	19	22.6	9	16.4	19	17.3	21	21.4	16	14.4	13	9.1
	3	24	28.6	13	23.6	25	22.7	33	23.5	27	24.3	49	34.3
	4	20	23.8	13	23.6	32	29.1	23	23.5	30	27.0	46	32.2
	5	10	11.9	13	23.6	18	16.4	14	14.3	18	16.2	18	12.6

VARIABLE 721

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools		1		2		3		4		5		6	
		#	%	#	%	#	%	#	%	#	%	#	%
VAR 205													
	1	2	4.9	3	10.3	5	8.1	5	9.4	5	8.1	5	8.8
	2	7	17.1	4	13.8	9	14.5	10	18.9	10	16.1	5	8.8
	3	16	39.0	7	24.1	17	27.4	15	28.3	12	19.4	21	36.8
	4	10	24.4	6	20.7	18	29.0	15	28.3	22	35.5	14	24.6
	5	6	14.6	9	31.0	13	21.0	8	15.1	13	21.0	12	21.1
VAR 505	1	4	8.9	2	7.4	5	9.4	1	1.9	4	6.9	6	9.1
	2	8	17.8	5	18.5	5	9.4	10	18.9	10	17.2	14	21.2
	3	7	15.6	7	25.9	6	11.3	8	15.1	7	12.1	11	16.7
	4	13	28.9	10	37.0	21	39.6	15	28.3	18	31.0	14	21.2
	5	13	28.9	3	11.1	16	30.2	19	35.8	19	32.8	21	31.8
TOTAL VAR 721													
	1	6	7.0	5	8.9	10	8.7	6	5.7	9	7.5	11	8.9
	2	15	17.4	9	16.1	14	12.2	20	18.9	20	16.7	19	15.4
	3	23	26.7	14	25.0	23	20.0	23	21.7	19	15.8	32	26.0
	4	23	26.7	16	28.6	39	33.9	30	28.3	40	33.3	28	22.8
	5	19	22.1	12	21.4	29	25.2	27	25.5	32	26.7	33	26.8

VARIABLE 722

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items	Schools	1		2		3		4		5		6	
		#	%	#	%	#	%	#	%	#	%	#	%
VAR 206	1	6	14.3	7	24.1	11	18.3	3	5.6	8	13.1	10	16.9
	2	3	7.1	5	17.2	8	13.3	7	13.0	6	9.8	10	16.9
(TOTAL-	3	14	33.3	5	17.2	14	23.3	16	29.6	14	23.0	19	32.2
VAR 722)	4	13	31.0	7	24.1	20	33.3	20	37.0	24	39.3	12	20.3
	5	6	14.3	5	17.2	7	11.7	8	14.8	9	14.8	8	13.6

VARIABLE 723

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools		1		2		3		4		5		6	
		#	%	#	%	#	%	#	%	#	%	#	%
VAR 176	1	4	10.3	6	18.8	5	8.6	10	17.9	8	14.5	12	18.8
	2	12	30.8	11	34.4	14	24.1	11	19.6	16	29.1	21	32.8
	3	10	25.6	5	15.6	13	22.4	12	21.4	11	20.0	8	12.5
	4	9	23.1	8	25.0	12	20.7	12	21.4	13	23.6	12	18.8
	5	4	10.3	2	6.3	14	24.1	11	19.6	7	12.7	11	17.2
VAR 180	1	15	36.6	7	25.0	25	43.1	23	43.4	24	44.4	24	36.4
	2	6	14.6	3	10.7	9	15.5	9	17.0	11	20.4	11	16.7
	3	7	17.1	6	21.4	13	22.4	10	18.9	8	14.8	11	16.7
	4	8	19.5	5	17.9	8	13.8	5	9.4	5	9.3	13	19.7
	5	5	12.2	7	25.0	3	5.2	6	11.3	6	11.1	7	10.6
VAR 476	1	18	41.9	8	27.6	28	54.9	25	49.0	19	35.8	23	32.9
	2	9	20.9	6	20.7	5	9.8	9	17.6	8	15.1	10	14.3
	3	6	14.0	6	20.7	9	17.6	11	21.6	9	17.0	11	15.7
	4	9	20.9	5	17.2	3	5.9	4	7.8	7	13.2	15	21.4
	5	1	2.3	4	13.8	6	11.8	2	3.9	10	18.9	11	15.7
VAR 481	1	11	25.6	5	17.2	12	23.1	14	26.9	12	21.8	13	18.8
	2	11	25.6	5	17.2	9	17.3	12	23.1	18	32.7	9	13.0
	3	12	27.9	8	27.6	13	25.0	11	21.2	8	14.5	26	37.7
	4	7	16.3	6	20.7	11	21.2	8	15.4	11	20.0	13	18.8
	5	2	4.7	5	17.2	7	13.5	7	13.5	6	10.9	8	11.6

VARIABLE 723

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools		1		2		3		4		5		6	
		#	%	#	%	#	%	#	%	#	%	#	%
VAR 485	1	9	20.9	4	14.8	14	29.2	7	13.5	10	17.9	3	4.5
	2	9	20.9	9	33.3	18	37.5	14	26.9	14	25.0	22	32.8
	3	12	27.9	8	29.6	5	10.4	8	15.4	16	28.6	21	31.3
	4	9	20.9	5	18.5	7	14.6	15	28.8	12	21.4	14	20.9
	5	4	9.3	1	3.7	4	8.3	8	15.4	4	7.1	7	10.4
TOTAL VAR 723	1	57	27.3	30	20.7	84	31.5	79	29.9	73	26.7	75	22.3
	2	47	22.5	34	23.4	55	20.6	55	20.8	67	24.5	73	21.7
	3	47	22.5	33	22.8	53	19.9	52	19.7	52	19.0	77	22.9
	4	42	20.1	29	20.0	41	15.4	44	16.7	48	17.6	67	19.9
	5	16	7.7	19	13.1	34	12.7	34	12.9	33	12.1	44	13.1

VARIABLE 724

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools		1		2		3		4		5		6	
		#	%	#	%	#	%	#	%	#	%	#	%
VAR 207	1	5	11.9	1	3.4	13	20.6	5	9.4	9	14.8	7	11.9
	2	12	28.6	7	24.1	16	25.4	14	26.4	9	14.8	14	23.7
	3	4	9.5	6	20.7	10	15.9	9	17.0	14	23.0	9	15.3
	4	14	33.3	4	13.8	15	23.8	14	26.4	21	34.4	15	25.4
	5	7	16.7	11	37.9	9	14.3	11	20.8	8	13.1	14	23.7
VAR 506	1	13	28.9	8	29.6	14	26.9	14	26.4	12	20.7	14	21.5
	2	5	11.1	4	14.8	3	5.8	9	17.0	12	20.7	5	7.7
	3	16	35.6	9	33.3	14	26.9	15	28.3	16	27.6	18	27.7
	4	6	13.3	3	11.1	12	23.1	10	18.9	9	15.5	15	23.1
	5	5	11.1	3	11.1	9	17.3	5	9.4	9	15.5	13	20.0
TOTAL VAR 724	1	18	20.7	9	16.1	27	23.5	19	17.9	21	17.6	21	16.9
	2	17	19.5	11	19.6	19	11.5	23	21.7	21	17.6	19	15.3
	3	20	23.0	15	26.8	24	20.9	24	22.6	30	25.2	27	21.8
	4	20	23.0	7	12.5	27	23.5	24	22.6	30	25.2	30	24.2
	5	12	13.8	14	25.0	18	15.7	16	15.1	17	14.3	27	21.8

VARIABLE 730

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools	1		2		3		4		5		6	
	#	%	#	%	#	%	#	%	#	%	#	%
VAR 175												
1	6	14.0	3	9.4	3	5.1	8	13.3	9	15.5	5	7.7
2	10	23.3	11	34.4	21	35.6	14	23.3	12	20.7	11	16.9
3	9	20.9	3	9.4	11	18.6	10	16.7	17	29.3	16	24.6
4	13	30.2	7	21.9	15	25.4	20	33.3	11	19.0	16	24.6
5	5	11.6	8	25.0	9	15.3	8	13.3	9	15.5	17	26.2
VAR 480												
1	10	22.7	5	17.9	13	25.5	16	30.8	7	13.0	12	17.4
2	13	29.5	6	21.4	15	29.4	10	19.2	9	16.7	10	14.5
3	9	20.5	7	25.0	7	13.7	13	25.0	18	33.3	22	31.9
4	6	13.6	8	28.6	10	19.6	7	13.5	17	31.5	18	26.1
5	6	13.6	2	7.1	6	11.8	6	11.5	3	5.6	7	10.1
TOTAL VAR 730												
1	16	18.4	8	13.3	16	14.5	24	21.4	16	14.3	17	12.7
2	23	26.4	17	28.3	36	32.7	24	21.4	21	18.8	21	15.7
3	18	20.7	10	16.7	18	16.4	23	20.5	35	31.3	38	28.4
4	19	21.8	15	25.0	25	22.7	27	24.1	28	25.0	34	25.4
5	11	12.6	10	16.7	15	13.6	14	12.5	12	10.7	24	17.9

VARIABLE 731

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools		1		2		3		4		5		6	
		#	%	#	%	#	%	#	%	#	%	#	%
VAR 173	1	7	16.7	5	13.9	3	4.8	9	15.0	6	10.3	4	5.9
	2	10	23.8	6	16.7	16	25.8	6	10.0	13	22.4	11	16.2
	3	7	16.7	8	22.2	8	12.9	17	28.3	12	20.7	19	27.9
	4	9	21.4	8	22.2	18	29.0	9	15.0	7	12.1	11	16.2
	5	9	21.4	9	25.0	17	27.4	19	31.7	20	34.5	23	33.8
VAR 479	1	6	14.3	8	28.6	10	19.6	11	21.2	6	11.1	8	11.6
	2	10	23.8	9	32.1	11	21.6	19	36.5	19	35.2	17	24.6
	3	11	26.2	6	21.4	13	25.5	14	26.9	13	24.1	20	29.0
	4	15	35.7	4	14.3	11	21.6	5	9.6	12	22.2	16	23.2
	5	0	0	1	3.6	6	11.8	3	5.8	4	7.4	8	11.6
VAR 179													
	1	7	18.4	3	11.5	9	15.0	9	16.4	14	26.4	5	7.7
	2	9	23.7	7	26.9	21	35.0	12	21.8	14	26.4	21	32.3
	3	9	23.7	5	19.2	6	10.0	11	20.0	11	20.8	11	16.9
	4	11	28.9	3	11.5	21	35.0	20	36.4	8	15.1	24	36.9
	5	2	5.3	8	30.8	3	5.0	3	5.5	6	11.3	4	6.2
TOTAL VAR 731													
	1	20	16.4	16	17.8	22	12.7	29	17.4	26	15.8	17	8.4
	2	29	23.8	22	24.4	48	27.7	37	22.2	46	27.9	49	24.3
	3	27	22.1	19	21.1	27	15.6	42	25.1	36	21.8	50	24.8
	4	35	28.7	15	16.7	50	28.9	34	20.4	27	16.4	51	25.2
	5	11	9.0	18	20.0	26	15.0	25	15.0	30	18.2	35	17.3

VARIABLE 732

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools	1		2		3		4		5		6	
	#	%	#	%	#	%	#	%	#	%	#	%
VAR 174												
1	10	25.0	7	19.4	10	16.1	7	11.7	8	13.6	18	26.9
2	10	25.0	10	27.8	19	30.6	12	20.0	18	30.5	12	17.9
3	9	22.5	5	13.9	17	27.4	17	28.3	10	16.9	14	20.9
4	8	20.0	10	27.8	12	19.4	13	21.7	18	30.5	18	26.9
5	3	7.5	4	11.1	4	6.5	11	18.3	5	8.5	5	7.5
VAR 474												
1	10	23.3	10	33.3	19	38.0	27	49.1	16	28.6	27	38.0
2	7	16.3	3	10.0	5	10.0	10	18.2	11	19.6	9	12.7
3	20	46.5	6	20.0	8	16.0	8	14.5	14	25.0	17	23.9
4	3	7.0	8	26.7	11	22.0	3	5.5	5	8.9	12	16.9
5	3	7.0	3	10.0	7	14.0	7	12.7	10	17.9	6	8.5
TOTAL VAR 732												
1	20	24.1	17	25.8	29	25.9	34	29.6	24	20.9	45	30.4
2	17	20.5	13	19.7	24	21.4	22	19.1	29	25.2	21	14.2
3	29	34.9	11	16.7	25	22.3	25	21.7	24	20.9	31	20.9
4	11	13.3	18	27.3	23	20.5	16	13.9	23	20.0	40	27.0
5	6	7.2	7	10.6	11	9.8	18	15.7	15	13.0	11	7.4

VARIABLE 733

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools	1		2		3		4		5		6	
	#	%	#	%	#	%	#	%	#	%	#	%
VAR 183												
1	4	9.8	1	3.7	6	9.7	5	10.0	6	11.3	7	12.1
2	11	26.8	7	25.9	12	19.4	13	26.0	14	26.4	12	20.7
3	8	19.5	6	22.2	16	25.8	13	26.0	10	18.9	23	39.7
4	15	36.6	9	33.3	26	41.9	13	26.0	18	34.0	12	20.7
5	3	7.3	4	14.8	2	3.2	6	12.0	5	9.4	4	6.9
VAR 484												
1	6	14.0	4	14.3	7	14.6	3	5.7	7	12.7	2	3.0
2	9	20.9	8	28.6	13	27.1	15	28.3	15	27.3	19	28.4
3	10	23.3	11	39.3	9	18.8	15	28.3	18	32.7	23	34.3
4	11	25.6	3	10.7	10	20.8	12	22.6	13	23.6	13	19.4
5	7	16.3	2	7.1	9	18.8	8	15.1	2	3.6	10	14.9
TOTAL VAR 733												
1	10	11.9	5	9.1	18	11.8	8	7.8	13	12.0	9	7.2
2	20	23.8	15	27.3	25	22.7	28	27.2	29	26.9	31	24.8
3	18	21.4	17	30.9	25	22.7	28	27.2	28	25.9	46	36.8
4	26	31.0	12	21.8	36	32.7	25	24.3	31	28.7	25	20.0
5	10	11.9	6	10.9	11	10.0	14	13.6	7	6.5	14	11.2

VARIABLE 734

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools	1		2		3		4		5		6	
	#	%	#	%	#	%	#	%	#	%	#	%
VAR 186												
1	4	9.8	5	18.5	20	33.3	8	16.0	11	20.8	9	15.0
2	11	26.8	4	14.8	13	21.7	12	24.0	13	24.5	10	16.7
3	9	22.0	6	22.2	8	13.3	9	18.0	8	15.1	20	33.3
4	13	31.7	7	25.9	17	28.3	18	36.0	13	24.5	13	21.7
5	4	9.8	5	18.5	2	3.3	3	6.0	8	15.1	8	13.3
VAR 488												
1	4	9.5	3	11.1	4	8.3	3	5.9	4	7.1	5	7.6
2	10	23.8	4	14.8	14	29.2	4	7.8	12	21.4	11	16.7
3	12	28.6	10	37.0	11	22.9	11	21.6	17	30.4	19	28.8
4	9	21.4	4	14.8	5	10.4	11	21.6	9	16.1	9	13.6
5	7	16.7	6	22.2	14	29.2	22	43.1	14	25.0	22	33.3
TOTAL VAR 734												
1	8	9.6	8	14.8	24	22.2	11	10.8	15	13.8	14	11.1
2	21	25.3	8	14.8	27	25.0	16	15.7	25	22.9	21	16.7
3	21	25.3	16	29.6	19	17.6	20	19.6	25	22.9	39	31.0
4	22	26.5	11	20.4	22	20.4	30	29.4	22	20.2	22	17.5
5	11	13.3	11	20.4	16	14.8	25	24.5	22	20.2	30	23.8

VARIABLE 735

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools		1		2		3		4		5		6	
		#	%	#	%	#	%	#	%	#	%	#	%
VAR 490	1	11	26.2	6	23.1	21	44.7	18	35.3	15	27.3	15	23.4
	2	12	28.6	7	26.9	6	12.8	12	23.5	15	27.3	9	14.1
	3	10	23.8	8	30.8	8	17.0	10	19.6	16	29.1	20	31.3
	4	6	14.3	1	3.8	8	17.0	8	15.7	6	10.9	12	18.8
	5	3	7.1	4	15.4	4	8.5	3	5.9	3	5.5	8	12.5
VAR 189													
	1	3	7.5	1	3.7	5	8.5	7	14.0	6	11.5	4	6.6
	2	11	27.5	6	22.2	17	28.8	9	18.0	9	17.3	14	23.0
	3	13	32.5	9	33.3	9	15.3	17	34.0	12	23.1	21	34.4
	4	9	22.5	7	25.9	14	23.7	7	14.0	14	26.9	7	11.5
	5	4	10.0	4	14.8	14	23.7	10	20.0	11	21.2	15	24.6
VAR 492													
	1	8	19.0	5	18.5	17	35.4	19	36.5	10	18.2	11	17.7
	2	11	26.2	3	11.1	12	25.0	10	19.2	19	34.5	14	22.6
	3	12	28.6	8	29.6	9	18.8	5	9.6	11	20.0	17	27.4
	4	7	16.7	6	22.2	5	10.4	9	17.3	9	16.4	11	17.7
	5	4	9.5	5	18.5	5	10.4	9	17.3	6	10.9	9	14.5
VAR 178													
	1	8	19.5	3	10.3	9	14.8	6	10.9	10	18.9	9	13.6
	2	8	19.5	5	17.2	17	27.9	13	23.6	11	20.8	19	28.8
	3	5	12.2	5	17.2	14	23.0	9	16.4	10	18.9	12	18.2
	4	16	39.0	13	44.8	15	24.6	16	29.1	13	24.5	18	27.3
	5	4	9.8	3	10.3	6	9.8	11	20.0	9	17.0	8	12.1

VARIABLE 735

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools	1		2		3		4		5		6	
	#	%	#	%	#	%	#	%	#	%	#	%
VAR 487												
1	3	7.0	0	0	4	8.3	2	3.8	4	7.4	6	9.2
2	6	14.0	9	33.3	10	20.8	10	19.2	11	20.4	15	23.1
3	12	27.9	11	40.7	8	16.7	5	9.6	19	35.2	19	29.2
4	7	16.3	3	11.1	7	14.6	15	28.8	9	16.7	9	13.8
5	15	34.9	4	14.8	19	39.6	20	38.5	11	20.4	16	24.6
VAR 473												
1	7	15.9	3	10.0	17	31.5	13	23.2	8	14.3	17	24.3
2	14	31.8	7	23.3	16	29.6	9	16.1	21	37.5	19	27.1
3	13	29.5	8	26.7	7	13.0	13	23.2	10	17.9	18	25.7
4	6	13.6	11	36.7	6	11.1	14	25.0	11	19.6	12	17.1
5	4	9.1	1	3.3	8	14.8	7	12.5	6	10.7	4	5.7
TOTAL VAR 735												
1	40	15.9	18	10.8	73	23.0	65	20.6	53	16.3	62	16.0
2	62	24.6	37	22.3	78	24.6	63	19.9	86	26.5	90	23.2
3	65	25.8	49	29.5	55	17.4	59	18.7	78	24.0	107	27.6
4	51	20.2	41	24.7	55	17.4	69	21.8	62	19.1	69	17.8
5	34	13.5	21	12.7	56	17.7	60	19.0	46	14.2	60	15.5

VARIABLE 736

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools	1		2		3		4		5		6	
	#	%	#	%	#	%	#	%	#	%	#	%
VAR 478												
1	8	17.8	6	21.4	6	12.0	14	26.9	3	5.5	9	13.0
2	10	22.2	6	21.4	6	12.0	12	23.1	12	21.8	16	23.2
3	11	24.4	9	32.1	14	28.0	13	25.0	14	25.5	20	29.0
4	13	28.9	3	10.7	16	32.0	8	15.4	20	36.4	19	27.5
5	3	6.7	4	14.3	8	16.0	5	9.6	6	10.9	5	7.2
VAR 483												
1	7	16.3	8	28.6	20	39.2	19	35.8	8	14.5	13	19.1
2	13	30.2	8	28.6	7	13.7	9	17.0	8	14.5	15	22.1
3	13	30.2	7	25.0	11	21.6	10	18.9	20	36.4	23	33.8
4	7	16.3	4	14.3	10	19.6	8	15.1	14	25.5	11	16.2
5	3	7.0	1	3.6	3	5.9	7	13.2	5	9.1	6	8.8
VAR 182												
1	11	26.8	9	32.1	9	14.3	10	18.5	11	21.2	9	15.0
2	8	19.5	3	10.7	9	14.3	14	25.9	9	17.3	13	21.7
3	7	17.1	8	28.6	13	20.6	10	18.5	8	15.4	20	33.3
4	10	24.4	6	21.4	21	33.3	16	29.6	17	32.7	13	21.7
5	5	12.2	2	7.1	11	17.5	4	7.4	7	13.5	5	8.3
TOTAL VAR 736												
1	26	20.2	23	27.4	35	21.3	33	22.1	22	14.5	31	15.7
2	31	24.0	17	20.2	22	13.4	35	23.5	29	19.1	44	22.3
3	31	24.0	24	28.6	38	23.2	33	22.1	42	27.6	63	32.0
4	30	23.3	13	15.5	47	28.7	32	21.5	41	27.0	43	21.8
5	11	8.5	7	8.3	22	13.4	16	10.7	18	11.8	16	8.1

VARIABLE 737

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools	1		2		3		4		5		6	
	#	%	#	%	#	%	#	%	#	%	#	%
VAR 185												
1	6	15.0	0	0	4	6.6	6	12.0	8	15.1	10	16.9
2	10	25.0	4	15.4	15	24.6	6	12.0	20	37.7	7	11.9
3	8	20.0	6	23.1	19	31.1	12	24.0	6	11.3	23	39.0
4	11	27.5	11	42.3	16	26.2	17	34.0	12	22.6	14	23.7
5	5	12.5	5	19.2	7	11.5	9	18.0	7	13.2	5	8.5
VAR 475												
1	7	15.6	3	10.3	6	12.2	20	37.0	6	11.1	13	18.6
2	18	40.0	11	37.9	9	18.4	10	18.5	12	22.2	17	24.3
3	11	24.4	8	27.6	4	8.2	8	14.8	10	18.5	17	24.3
4	7	15.6	5	17.2	19	38.8	13	24.1	20	37.0	18	25.7
5	2	4.4	2	6.9	11	22.4	3	5.6	6	11.1	5	7.1
TOTAL VAR 737												
1	13	15.3	3	5.5	10	9.1	26	25.0	14	13.1	23	17.8
2	28	32.9	15	27.3	24	21.8	16	15.4	32	29.9	24	18.6
3	19	22.4	14	25.5	23	20.9	20	19.2	16	15.0	40	31.0
4	18	21.2	16	29.1	35	31.8	30	28.8	32	29.9	32	24.8
5	7	8.2	7	12.7	18	16.4	12	11.5	13	12.1	10	7.8

VARIABLE 738

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools	1		2		3		4		5		6	
	#	%	#	%	#	%	#	%	#	%	#	%
VAR 188												
1	3	7.5	2	7.4	6	9.7	1	2.0	5	9.6	4	6.6
2	14	35.0	3	11.1	14	22.6	13	25.5	11	21.2	11	18.0
3	7	17.5	7	25.9	12	19.4	10	19.6	5	9.6	23	37.7
4	7	17.5	12	44.4	21	33.9	19	37.3	20	38.5	17	27.9
5	9	22.5	3	11.1	9	14.5	8	15.7	11	21.2	6	9.8
VAR 489												
1	7	16.7	2	7.7	4	8.5	9	17.6	4	7.1	3	4.6
2	11	26.2	6	23.1	4	8.5	9	17.6	9	16.1	21	32.3
3	6	14.3	5	19.2	8	17.0	8	15.7	17	30.4	12	18.5
4	10	23.8	9	34.6	22	46.8	16	31.4	18	32.1	22	33.8
5	8	19.0	4	15.4	9	19.1	9	17.6	8	14.3	7	10.8
TOTAL VAR 738												
1	10	12.2	4	7.5	10	9.2	10	9.0	9	8.3	7	5.6
2	25	30.5	9	17.0	18	16.5	22	19.8	20	18.5	32	25.4
3	13	15.9	12	22.6	20	18.3	27	24.3	22	20.4	35	27.8
4	17	20.7	21	39.6	43	39.4	35	31.5	38	35.2	39	31.0
5	17	20.7	7	13.2	18	16.5	17	15.3	19	17.6	13	10.3

VARIABLE 739

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools	1		2		3		4		5		6	
	#	%	#	%	#	%	#	%	#	%	#	%
VAR 191												
1	7	17.5	7	25.0	6	10.2	11	21.6	9	17.3	8	13.8
2	12	30.0	5	17.9	9	15.3	8	15.7	16	30.8	16	27.6
3	7	17.5	5	17.9	16	27.1	12	23.5	9	17.3	17	29.3
4	12	30.0	9	32.1	25	42.4	16	31.4	10	19.2	15	25.9
5	2	5.0	2	7.1	3	5.1	4	7.8	8	15.4	2	3.4
VAR 491												
1	4	9.5	5	19.2	8	16.7	7	13.7	8	14.5	8	12.7
2	9	21.4	5	19.2	5	10.4	19	37.3	16	29.1	11	17.5
3	12	28.6	10	38.5	9	18.8	5	9.8	12	21.8	17	27.0
4	11	26.2	1	3.8	20	41.7	13	25.5	14	25.5	23	36.5
5	6	14.3	5	19.2	6	12.5	7	13.7	5	9.1	4	6.3
TOTAL VAR 739												
1	11	13.4	12	22.2	14	13.1	18	17.6	17	15.9	16	13.2
2	21	25.6	10	18.5	14	13.1	27	26.5	32	29.9	27	22.3
3	19	23.2	15	27.8	25	23.4	17	16.7	21	19.6	34	28.1
4	23	28.0	10	18.5	45	42.1	29	28.4	24	22.4	38	31.4
5	8	9.8	7	13.0	9	8.4	11	10.8	13	12.1	6	5.0

VARIABLE 740

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools	1		2		3		4		5		6	
	#	%	#	%	#	%	#	%	#	%	#	%
VAR 193												
1	18	42.9	11	36.7	22	36.1	17	31.5	21	33.9	16	26.2
2	8	19.0	6	20.0	13	21.3	11	20.4	24	38.7	18	29.5
3	9	21.4	5	16.7	13	21.3	8	14.8	1	1.6	9	14.8
4	5	11.9	4	13.3	11	18.0	9	16.7	8	12.9	8	13.1
5	2	4.8	4	13.3	2	3.3	9	16.7	8	12.9	10	16.4
VAR 493												
1	6	14.6	9	34.6	9	17.3	10	18.5	8	13.8	15	22.1
2	12	29.3	4	15.4	13	25.0	17	31.5	15	25.9	14	20.6
3	6	14.6	6	23.1	5	9.6	8	14.8	10	17.2	14	20.6
4	11	26.8	4	15.4	16	30.8	9	16.7	16	27.6	16	23.5
5	6	14.6	3	11.5	9	17.3	10	18.5	9	15.5	9	13.2
VAR 194												
1	5	12.5	4	14.3	8	12.9	5	9.3	7	11.5	9	15.5
2	12	30.0	5	17.9	22	35.5	16	29.6	16	26.2	13	22.4
3	8	20.0	6	21.4	11	17.7	10	18.5	14	23.0	11	19.0
4	8	20.0	8	28.6	16	25.8	18	33.3	17	27.9	19	32.8
5	7	17.5	5	17.9	5	8.1	5	9.3	7	11.5	6	10.3

VARIABLE 740

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools	1		2		3		4		5		6	
	#	%	#	%	#	%	#	%	#	%	#	%
VAR 494												
1	6	14.3	3	11.5	4	7.5	4	7.8	4	6.9	5	7.4
2	13	31.0	6	23.1	14	26.4	9	17.6	12	20.7	14	20.6
3	10	23.8	9	34.6	9	17.0	10	19.6	16	27.6	24	35.3
4	11	26.2	2	7.7	17	32.1	18	35.3	18	31.0	15	22.1
5	2	4.8	6	23.1	9	17.0	10	19.6	8	13.8	10	14.7
TOTAL VAR 740												
1	31	19.3	27	24.5	43	19.7	36	16.9	40	16.7	45	17.6
2	45	28.0	21	19.1	52	23.9	53	24.9	67	28.0	59	23.1
3	33	20.5	26	23.6	38	17.4	36	16.9	41	17.2	58	22.7
4	35	21.7	18	16.4	60	27.5	54	25.4	59	24.7	58	22.7
5	17	10.6	18	16.4	25	11.5	34	16.0	32	13.4	35	13.7

VARIABLE 741

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools	1		2		3		4		5		6	
	#	%	#	%	#	%	#	%	#	%	#	%
VAR 195												
1	10	25.6	5	16.7	16	26.2	14	25.5	24	39.3	13	20.6
2	9	23.1	8	26.7	20	32.8	17	30.9	14	23.0	18	28.6
3	9	23.1	8	26.7	10	16.4	9	16.4	11	18.0	15	23.8
4	7	17.9	6	20.0	12	19.7	11	20.0	7	11.5	9	14.3
5	4	10.3	3	10.0	3	4.9	4	7.3	5	8.2	8	12.7
VAR 495												
1	5	11.9	3	11.5	12	22.6	9	16.7	10	17.5	10	15.4
2	15	35.7	10	38.5	20	37.7	18	33.3	14	24.6	19	29.2
3	11	26.2	6	23.1	8	15.1	8	14.8	17	29.8	15	23.1
4	5	11.9	4	15.4	7	13.2	9	16.7	11	19.3	12	18.5
5	6	14.3	3	11.5	6	11.3	10	18.5	5	8.8	9	13.8
VAR 196												
1	7	17.1	4	13.3	11	18.0	4	7.4	10	15.9	14	23.7
2	12	29.3	9	30.0	26	42.6	21	38.9	24	38.1	18	30.5
3	4	9.8	7	23.3	12	19.7	12	22.2	9	14.3	8	13.6
4	10	24.4	5	16.7	9	14.8	13	24.1	12	19.0	11	18.6
5	8	19.5	5	16.7	3	4.9	4	7.4	8	12.7	8	13.6
TOTAL VAR 741												
1	22	18.0	12	14.0	39	22.5	27	16.6	44	24.3	34	18.5
2	36	29.5	27	31.4	66	38.2	56	34.4	52	28.7	55	29.9
3	24	19.7	21	24.4	30	17.3	29	17.8	37	20.4	38	20.7
4	22	18.0	15	17.4	26	15.0	33	20.2	30	16.6	32	17.4
5	18	14.8	11	12.8	12	6.9	18	11.0	18	9.9	25	13.6

VARIABLE 742

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools	1		2		3		4		5		6	
	#	%	#	%	#	%	#	%	#	%	#	%
VAR 197												
1	5	12.2	3	10.3	2	3.2	5	9.1	9	14.5	9	15.3
2	8	19.5	9	31.0	13	20.6	10	18.2	16	25.8	11	18.6
3	7	17.1	6	20.7	13	20.6	10	18.2	16	25.8	15	25.4
4	11	26.8	5	17.2	23	36.5	18	32.7	10	16.1	15	25.4
5	10	24.4	6	20.7	12	19.0	12	21.8	11	17.7	9	15.3
VAR 496												
1	8	19.5	4	16.0	5	9.4	6	12.0	1	1.7	6	8.8
2	8	19.5	4	16.0	6	11.3	5	10.0	15	25.9	10	14.7
3	7	17.1	8	32.0	11	20.8	16	32.0	18	31.0	18	26.5
4	13	31.7	5	20.0	20	37.7	16	32.0	17	29.3	24	35.3
5	5	12.2	4	16.0	11	20.8	7	14.0	7	12.1	10	14.7
TOTAL VAR 942												
1	13	15.9	7	13.0	7	6.0	11	10.5	10	8.3	15	11.8
2	16	19.5	13	24.1	19	16.4	15	14.3	31	25.8	21	16.5
3	14	17.1	14	25.9	24	20.7	26	24.8	34	28.3	33	26.0
4	24	29.3	10	18.5	43	37.1	34	32.4	27	22.5	39	30.7
5	15	18.3	10	18.5	23	19.8	19	18.1	18	15.0	19	15.0

VARIABLE 743

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools	1		2		3		4		5		6	
	#	%	#	%	#	%	#	%	#	%	#	%
VAR 198												
1	4	9.8	4	13.3	7	11.5	10	18.2	8	13.3	7	12.1
2	8	19.5	8	26.7	13	21.3	10	18.2	11	18.3	15	25.9
3	9	22.0	7	23.3	14	23.0	17	30.9	19	31.7	18	31.0
4	14	34.1	7	23.3	19	31.1	15	27.3	15	25.0	12	20.7
5	6	14.6	4	13.3	8	13.1	3	5.5	7	11.7	6	10.3
VAR 497												
1	6	14.6	5	19.2	9	17.0	8	15.4	8	13.8	9	13.6
2	7	17.1	5	19.2	9	17.0	8	15.4	11	19.0	13	19.7
3	16	39.0	8	30.8	14	26.4	19	36.5	17	29.3	17	25.8
4	4	9.8	5	19.2	14	26.4	9	17.3	14	24.1	19	28.8
5	8	19.5	3	11.5	7	13.2	8	15.4	8	13.8	8	12.1
TOTAL VAR 743												
1	10	12.2	9	16.1	16	14.0	18	16.8	16	13.6	16	12.9
2	15	18.3	13	23.2	22	19.3	18	16.8	22	18.6	28	22.6
3	25	30.5	15	26.8	28	24.6	36	33.6	36	30.5	35	28.2
4	18	22.0	12	21.4	33	28.9	24	22.4	29	24.6	31	25.0
5	14	17.1	7	12.5	15	13.2	11	10.3	15	12.7	14	11.3

VARIABLE 744

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools	1		2		3		4		5		6	
	#	%	#	%	#	%	#	%	#	%	#	%
VAR 498												
1	5	11.9	5	19.2	17	32.1	8	15.4	18	31.6	12	17.9
2	11	26.2	6	23.1	10	18.9	11	21.2	16	28.1	13	19.4
3	12	28.6	8	30.8	12	22.6	14	26.9	15	26.3	18	26.9
4	10	23.8	5	19.2	10	18.9	10	19.2	3	5.3	16	23.9
5	4	9.5	2	7.7	4	7.5	9	17.3	5	8.8	8	11.9
VAR 199												
1	15	37.5	9	30.0	32	51.6	11	20.0	24	39.3	12	20.7
2	11	27.5	6	20.0	11	17.7	16	29.1	19	31.1	16	27.6
3	5	12.5	7	23.3	9	14.5	13	23.6	9	14.8	16	27.6
4	5	12.5	6	20.0	3	4.8	10	18.2	2	3.3	11	19.0
5	4	10.0	2	6.7	7	11.3	5	9.1	7	11.5	3	5.2
TOTAL VAR 744												
1	20	24.4	14	25.0	49	42.6	19	17.8	42	35.6	24	19.2
2	22	26.8	12	21.4	21	18.3	27	25.2	35	29.7	29	23.2
3	17	20.7	15	26.8	21	18.3	27	25.2	24	20.3	34	27.2
4	15	18.3	11	19.6	13	11.3	20	18.7	5	4.2	27	21.6
5	8	9.8	4	7.1	11	9.6	14	13.1	12	10.2	11	8.8

VARIABLE 745

FREQUENCY AND PERCENTAGE OF RESPONSE
BY ITEM AND SCHOOL

Items \ Schools	1		2		3		4		5		6	
	#	%	#	%	#	%	#	%	#	%	#	%
VAR 200												
1	6	14.3	5	17.2	9	15.3	4	7.3	10	15.9	6	10.3
2	9	21.4	5	17.2	4	6.8	5	9.1	13	20.6	14	24.1
3	8	19.0	5	17.2	13	22.0	12	21.8	13	20.6	17	29.3
4	13	31.0	9	31.0	20	33.9	25	45.5	20	31.7	9	15.5
5	6	14.3	5	17.2	13	22.0	9	16.4	7	11.1	12	20.7
VAR 499												
1	11	26.2	6	23.1	14	26.9	18	34.6	12	21.1	12	18.5
2	9	21.4	5	19.2	6	11.5	7	13.5	10	17.5	11	16.9
3	9	21.4	5	19.2	16	30.8	17	32.7	15	26.3	20	30.8
4	8	19.0	3	11.5	11	21.2	7	13.5	15	26.3	17	26.2
5	5	11.9	7	26.9	5	9.6	3	5.8	5	8.8	5	7.7
TOTAL VAR 745												
1	17	20.2	11	20.0	23	20.7	22	20.6	22	18.3	18	14.6
2	18	21.4	10	18.2	10	9.0	12	11.2	23	19.2	25	20.3
3	17	20.2	10	18.2	29	26.1	29	27.1	28	23.3	37	30.1
4	21	25.0	12	21.8	31	27.9	32	29.9	35	29.2	26	21.1
5	11	13.1	12	21.8	18	16.2	12	11.2	12	10.0	17	13.8